FACTORS INFLUENCING SECONDARY SCHOOL ENGLISH TEACHERS' INCLINATION TOWARDS PRIVATE TUTORING IN ENGLISH

By

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

The thesis titled "Factors Influencing Secondary School English Teachers' Inclination Towards Private Tutoring in English" submitted by Farah Semonti (ID:16203008) of Summer 2020 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Bachelor of Arts.

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Ethics Statement

All participants who took part in the study signed a consent form that is attached to Appendix

B.

Abstract

In recent times educational researchers have given attention to Private tutoring in English (PTE) due to the overwhelming prevalence of PTE in Bangladesh. Some studies have explored the factors influencing students' inclination towards PTE. However, in PTE, teachers played a vital role, so teachers' perceptions and inclinations are as important as students. Not many studies have investigated the reasons behind teachers' inclination towards PTE and overall perception of teachers about PTE in ESOL country like Bangladesh. This study examines the teachers' perception and the factors leading teachers' inclination toward PTE in Bangladeshi Secondary level Bangla medium educational platform. By adopting the Herzberg's two-factor theory (1966) as the conceptual framework of this study, the researcher proposes to count PTE as another dimension of an English teaching 'job' for teachers and tries find out the motivators and hygiene factors which are responsible for their satisfaction in taking PTE sessions that ultimately motivated them towards PTE. The researcher also tries to give voices to the teachers and represents their perceptions of the overall PTE situation. This study uses a qualitative research methodology and multiple case-study based research that included a semi-structured qualitative interview of with six secondary English school teachers who are currently involved in PTE. The study researcher finds out that the main reasons behind teachers' inclination towards PTE are comfortability, ability to balance double role, responsibility for students, popularity and recognition count as an achievement for PTE tutors, etc. These findings will determine which motivational factors of teachers are needed to bring them back to take English classes effectively in mainstream school. If authorities recognize the motivations behind their inclination and acknowledge their viewpoints towards PTE and investigate these situations and take proper initiatives on bringing back effective teaching in the mainstream English classroom with fully motivated teachers, thus students will be more benefited by those initiatives.

Key Words: Private tutoring, PTE, Inclination, Perceptions, Satisfaction, Motivation

Dedication

To My Nana, Fazle Karim.

Acknowledgement

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List of Acronyms

PT- Private Tutoring

PTE- Private Tutoring in English

ESOL- English for Speakers of Other Languages

EFL- English as a Foreign Language

ESL- English as a Second Language

Chapter 1

Introduction

1.1 Background of the Study

From the very beginning of the educational journey, parents' try to find the best educational institution for their children. Students and their parents also often search for supplementary educational support alongside educational institutions to achieve good results. In this situation, private tutoring is a common phenomenon in the educational environment. Private tutoring provides support to the students to ensure good marks in the exam besides the educational institutions' assistance. Nevertheless, in reality, when an educational institution does not act effectively, private tutoring's attitude becomes like a surrogate mother (Sujata, 2014). So, it is clear that Private tutoring acts as if it is the shadow of a formal educational environment (Bray, 1999). The practice of private tutoring in society is a traditional aspect of the world. In different countries, students use private tutoring as a subsidiary tool to achieve good results in the examination. The culture of private tutoring in Asia, especially in East Asia is not an exception. Academics are concerned about the overwhelming amount of private tutoring in the eastern part of Asia (Dawson, 2010). Different Asian countries' students are involved in private tutoring sessions for different subjects like Maths, Physics, Chemistry, etc. As English is a global language and in those Asian countries, most of the cases English is taught as a school subject (Cheng, 2012). As a result, to get good grades in the English examination, a large number of students receive the English private tutoring sessions apart from the formal institution. Just like other Asian countries, in Bangladesh, English is considered as a foreign language and the importance of learning English is quite immense in the global village so that many students try their best to get good control over English. Since the popularity of English is increasing day by day, students and parents want better supplementary support for the

English language with the help of private tutors. In Bangladesh, researchers addressed their studies in different aspects of private tutoring in English. Hamid, Sussex & Khan (2009) observed the connection between student's academic acquirement in English and private tutoring and also explore student's expectations, motivations, attitudes, and learning outcomes in Private tutoring in English. Their study also found out the reason behind the popularity of Private tutoring in English (PTE) in Bangladesh. Mahmud (2016) also investigated the schemes underlying demand of PTE in Bangladesh. He also examines the pros and cons of Private tutoring with a focus on how societal and educational factors impact on the students in Bangladesh. Other researchers in Bangladesh also examined the private tutoring environment from different angles of research - the role of societal factors for motivating and associating students in the Private tutoring in English sessions (Islam et al., 2019), the essentiality of PTE for the Bangla medium primary school students in Bangladesh (Manzoor, 2013), major factors behind the PTE in SSC level students. (Nayeem, 2017) etc. This current study examines the factors leading teachers' inclination in the PTE and overall perception of PTE among Bangladeshi Secondary level Bangla medium English teachers.

1.2 The prevalence of private tutoring in English in Bangladesh

The popularity of private tutoring is beyond imagination in Bangladesh. To know the popularity of Private tutoring, first, it is vital to know the history behind it. The concept of private tutoring in Bangladesh is a very age-old tradition. The notion of 'Lodging Masters' was the older version of present private tutors. They used to live with employers' family to support their children in learning school subjects and by the time the idea of lodging masters has been changed by different stages and eventually it formulates the neoteric concepts of private tutoring which covers one-to-one tutoring, the arrangement of private tutoring in batch programs, establishing franchises of coaching centres, tuition academies, etc. (Imtiaz, 2018).

Those sub-branches of private tutoring are spread throughout Bangladesh. Nevertheless, it provokes thoughts of a mind that the behind reason this prevalence of Private tutoring in Bangladesh. The popularity of Private tutoring increased because of the increasing level of educational status of the parents (Nath, 2007). Moreover, one of the main reasons behind the popularity is that the lack of public investment in education (Hamid, Sussex & Khan, 2009) which initiates insignificant learning in the school, and later on students are bound to go to the private tutor for ensuring good grades in the examinations. Since English is a global language, the popularity of learning English by supplementary educational help is also growing so fast. In both developed and developing countries, private tutoring in English is popular supplementary support for the students (Bray, 2010). Since Bangladesh is a developing country, the scenario is not different here in the area of Private tutoring in English. In most of the high stakes exams in Bangladesh, we can see that most of the cases English plays an important role in the pass rate. According to a news report titled "Bad performance in math and English caused SSC pass rates to drop to lowest in nine years" (Islam, 2018) where it has mentioned that in SSC exam poor performances in Math and English significantly drag down the whole pass rate in 2018. In another report titled "SSC Results: Big fall in pass rate" mentioned that pass rate declined due to poor performance in Math and English (Habib, 2017). Since the English subject plays important role in the pass rate in the high stakes exams, the prevalence of private tutoring in English is inevitably high in Bangladesh.

1.3 Private tutoring in English and students' academic success

Private tutoring has a severe impact on the students' academic results throughout time. The World Bank Report (as cited in Richards et al., 2008) stated that private tutors contribute an essential part in education in the developing countries, and with the help of private tutoring,

students gain academic success significantly in different countries (Richards et al., 2008). So, it could be taking into account that private tutoring is an out of school endeavour which brings the academic success of students. Yet several amounts of studies researched the impact of Private tutoring on students by monitoring the high-stakes examinations and Mark Bray (2006, 2011) reviewed some of the research results which are often indecisive. Among those researchers, some of them ensured the positive effect of PT on the student's academic result (Hamid, Sussex & Khan, 2009; Dang, 2007; Lavy and Schlosser, Banerjee et al. 2007). On the contrary, other studies confronted the negative side of PT on the academic result of the students (Suryadarma et al., 2006; Cheo & Quah, 2005). So, the reasons behind the indecisive results of the conducted research might be differences in various methodologies of research and differences in the cultural and educational institutional contexts. However, in the context of Bangladesh, the popularity and dependency of Private tutoring over the student community can be measured by looking at the Education Watch report. According to the Education Watch report of 2006 (as cited in Richards et al., 2008) in government primary schools in Bangladesh, around 43 percent of the student has associated with private tutoring sessions. As the demand for the English language is growing and as a foreign language, particularly in English private tutoring sessions, students need extra support to do well in the examination. Hamid, Sussex & Khan (2009) examined that students who are associated with Private tutoring in English sessions, 2.8 times more get good grades in the exam than the non-associated ones with private tutoring in English.

1.4 Teachers' association with Private tutoring in English

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1.5 Statement of the problem

In any educational setting, students should regularly attend classes in the school and learn the lessons given by teachers. Also, teachers should design lessons in such a way that makes the student learn easily in the classrooms. However, the scenario is different in the context of Bangladesh. In Bangladesh, most of the students attend private tutoring sessions before or after

the school period. They go for the same school teachers' private tutoring sessions and every month their parents pay a big amount of money for these sessions. These students cannot become independent learners and depend on private tutors throughout their educational life. Al Amin & Greenwood (2018) found out that in Bangladesh teachers feel pressured by the headteachers, parents as well as students to teach in ways by which students get good marks in the examinations. In such a situation, teachers also emphasize rote learning and want students to memorize all the data, and also courses are not designed to formulate any discussions and not stimulate any students' critical thinking process in the classroom environment (Prodhan, 2016). However, the current workforce around the world is looking for an employee who can think critically which is a 21st-century skill when they published the job advertisement (Rios et al. 2020). Studies showed that students who can think critically, they can also think independently (Kopzhassarova, 2016). To prepare students, who can think independently, education policymakers should take steps to discourage private tutoring at all levels. This attempt should also include English subjects in the primary, secondary, and higher secondary levels of Bangladesh's mainstream education. To achieve this aim, policymakers should know the factors behind students' preference to go for private tutoring. So far, some studies (Islam, 2018) have covered students' perceptions regarding private tutoring in English. Moreover, limited studies have been conducted on the views of teachers on PTE in Thailand (Saengboon, 2018) and Kazakhstan (Akimenko, 2017). In this regard, it is notable that not many studies have discussed the reasons behind teachers' inclination towards PTE in an ESOL country such as Bangladesh. The tendency of teachers to prefer private tuitions cannot be reversed unless the reasons for their inclination towards PTE are identified. That is why this study aims to find out the factors behind why Bangladeshi English teachers teach students in PTE sessions and their perception of PTE. The findings of these studies will help policymakers, authorities of mainstream schools of Bangladesh to address this issue effectively. If teachers focus more on

the general English classes, the students develop their English skills without going to Private tutoring classes. Most of the past studies have tried to explore the factors influencing PTE from the students' perspectives (Chan & Mongkolhutthi, 2018; Chan, 2016; Khuwaileh & Al-Shoumali, 2001; Islam et al, 2019). Unless teachers' perceptions and motivations for PTE classes are investigated, it will be difficult to minimize the effects of PTE. So far, studies have addressed this issue in the context of Thailand (Saengboon, 2018) and Kazakhstan (Akimenko, 2017). Nonetheless, in Bangladesh, no one has explored teachers' perceptions and reasons behind their inclination towards PTE classes.

1.6 Study Objective

To explore the intrinsic and extrinsic factors why secondary school Bangla medium English teachers, feel satisfied to take Private tutoring in English sessions and their perceptions behind the PTE.

1.7 Research Questions

To achieve the study objective, the following research questions are set for the study:

1. What are the intrinsic factors behind the teachers' inclination in Private tutoring in English sessions and their perception about it?

2. What are the extrinsic factors behind the teachers' inclination in Private tutoring in English sessions and their perception about it? Why they feel satisfied in taking PTE sessions?

1.8 Limitations and scope of the study

This research can take into account only six secondary level Bangla medium teachers who are being attached with PTE. In this pandemic situation, it is not possible to gather a huge amount of data. This study could be more evident if the research could have observed a longer period with more participants for understanding the teachers' perception and reasons behind their satisfaction for PTE classes. This research focuses only on the qualitative method, but future

research could also follow the quantitative or mixed-method to make the research more evidential.

Chapter 2

Literature Review

2.1 Private Tutoring as a Concept

To draw sociological and educational stratification of Japan's educational condition, Stevenson and Baker (1992) have introduced the term 'Shadow education' to detect the possible correlation between mainstream schooling and out-of-school learning situation. Baker et al. (2001) described that shadow education considered as a mimic or shadow of the mainstream schooling system. They also described that the characteristics of the formal school system's activities are parallel to the outer school activities to increase the student's educational success. According to Bray (2009), 'Private Tutoring' is named as 'Shadow Educational System' because whatever the curricular system academic institution follows, the coaching centres follow the same curriculum. If there is any change in the curriculum, private tutoring sessions are also changed as well as academic institutions do. He also explained the positive sides like through private tutoring the students can learn. In further discussion, he pointed out that by private leaning teachers earn money and simplifying the lessons for the students. However, he also mentioned the negative aspect of private tutoring like it may enhance the social and economic inequalities or constrains the student's life. Bray (1999) pointed out three dimensions to understand the concept of Private tutoring which are supplementations, privateness, and academic orientation. Firstly, in the area of supplementation, he explained that private tutoring is the supplementary support of the topics that have been already covered in a mainstream school to increase the educational development of the students. Secondly, privateness is another dimension of private tutoring where private entrepreneurs engage with students' learning processes in their outside school activities to make profits out of it. Thirdly, private

tutoring is concerned about academic education like languages, mathematics, etc. He opposed to considering private musical class, sporting or artistic classes in under the private tutoring module as these are not considered as academic educations.

2.1.1. Types and terminology of PT

According to Bray (1999), there are varieties of private tutoring which may be different from each other. There is private tutoring like one-to-one in the house of the teacher or his/her student. Tutoring can also happen within small groups or large groups of students. Baker et al. (2001) also pointed out that there are different forms of after school tutoring activities such as correspondence courses, one to one private tutoring, examination preparatory courses and full-scale preparatory examination school, etc. He also mentioned the *juku* in the context of Japan where this cram school is mimicking extremely to the mainstream school. Bray (1999) explained that *juku* is different from *yubiko*. In *yubiko* students only prepared for the admission examination to enrol in the universities. He also mentioned that in the United Kingdom, like *yubiko* there are also private tutoring sessions called crammers. Hamid, Sussex, and Khan (2009) described that private tutoring is also common in South Korean which is known as *gwuan* just like other cram schools.

2.1.2. Features of Private Tutoring (PT)

Taking the sociocultural background into account, Yung (2015) focused on the learner's reflections regarding PTE experience. This research also explored whether PTE is more focusing on examination skills or proficiency in English. This study tried to identify how shadow education exists beyond the boundaries of mainstream English learning school. The researcher found out that learners' ambivalent and paradoxical attitudes towards private tutoring in English. They found that that PTE is a necessary element for education; however,

PTE only focuses on the examination skill of students. It does not increase their proficiency level in English. As this is not focusing the proficiency, the communicative approach is missing in the area of PTE. At this point, Ye (2018) tried to find out the factors that affect the implementation of the communicative approach in the shadow education system in the context of China. His study focused on how TESOL practitioners can hold communicative teaching methods by analysing local needs. This study also shed light on the fact that PTE enhances the examination skill only; other issues like learner's autonomy and communicative competence are not developing through PTE. The study found out that competitive pressure among the teachers, high teacher-student ratio, teachers' lack of communicative teaching training and overloaded curriculum for preparing the National College Entrance Exam are the factors that affect the implementation of the communicative approach in the shadow education system in China.

2.2 Private tutoring in English (PTE) in Bangladesh

According to Bray (1999), this shadow education has become spread all over the world. Years after years private tutoring has become a part of the educational system in Bangladesh. According to Nath (2006), this shadow education system has some serious association in the society of Bangladesh. He pointed out that, in our country, private tutoring is significantly increasing, and the rate increase of two percent in each year in the primary level students. In Bangladesh, private tutoring has created a great influence on the students as well as teachers. In recent years, it becomes a tradition that students have to have an attachment to any private tuition in his/her area. Islam (2019) investigated that students appreciate PTE sessions because they understand lectures in PTE sessions more than the schools' English class. They also get a chance to practice more and receive proper feedback from private tutoring English. There are some schools; they cannot provide enough quality education and give proper feedback to the student. There is a lack of their capabilities to give the best education so all the students have

their attachment with the nearest private tutors or coaching centres. There are other schools where the teachers have served their best education to the students but still, students go for private tuition. In the tutoring sessions, students do not always find the well-trained teachers, mostly are non-experienced tutors. Hamid, Sussex, and Khan (2009) explored that in Bangladesh mainly private tutors are the mainstream teachers, teachers from the same or other educational institutions, or some even non-tutors. They also added that lessons conduct within one-to-one, in small groups (5-10 students), or large groups (20 students or more) and the place for tutoring can be the teacher's house or student's house or special teaching centres which are in Bangladesh commonly known as Coaching centres. However, students still go to coaching centres and spend lots of time there. Especially after introducing the new system of Creative Question students in the curriculum, students get more anxious and that driven more students to the coaching centres. In our country, not everyone can afford this cost of private tutoring. Private tutors earn a lot of money from the students every year and the amount of money they want per student is continuously rising because in one way or around students go for the private tutors. In Bangladesh, some researches have been done in the context of private tutoring. Islam et al. (2019) found out that in the context of Bangladesh, students appreciate PTE sessions because they understand lectures in PTE sessions more than schools' English class. They also get a chance to practice more and receive proper feedback from private tutoring in English. Mahmud (2016) found out that in the context of Bangladesh, urban students choose either one-to-one or individual tutoring at the highest rate (44.7 percent). By contrast, the largest proportion of rural students (55.9 percent) received large group tutoring in English.

2.2.1 Government policy and regulations for PT in Bangladesh

In 1979's gazette of Bangladesh, one of the terms and conditions for the non-governmental primary and secondary schools' teachers' (Dhaka board) prohibition for private tuition. In the terms and conditions, it is noted that a full-time teacher without any permission from the

institution, cannot accept any private tuition or any other employment or engagement with or without payment involving his services in addition to his regular teaching in the school (Ministry of Education, 1979). In 2012, the government had framed a policy called "Policy-2012 to stop teachers from doing coaching business in educational institutions" (Ministry of Education, 2019). There were several points in the policy such as –

1. According to the policy, a teacher can, in the best-case scenario teach 10 students of different institutions daily upon earlier authorization from his/her head. S/he will likewise need to tell the school head about the students and mention the head about the student's class and roll numbers.

2. An arrangement of a remedial class session can be introduced only when parents requested it.

3. For additional classes, a student of urban zones will be charged Tk 300 every month for each subject and that of area towns and Upazila levels Tk 200 and Tk 150 individually. The authority of the school can diminish or postpone the charges for poor students.

4. Maximum 40 students can attend at least 12 remedial classes on each subject lectured by the teacher every month.

5. Any orientation of a commercial coaching centre is prohibited for the teachers.

6. With three supervising boards of trustees, the policy saved the arrangement for stringent discipline for violators, including the deletion of monthly pay order.

2.3 Factors Influencing Private Tutoring in English (PTE)

Several factors influence PTE throughout the world. Chan and Mongkolhutthi (2017) found out factors that direct students to the PTE. This study also explored the perception of private tutors and mainstream school teachers. According to this study, the University admission test

is one of the factors that leading students to get in touch with the private tutor just like other Asian countries' students. This study showed that more than 86% of them agreed that their decision of choosing PTE was more driven by concerns regarding university admission tests and the quality of the lessons rather than the influence of friends or parents. On the other hand, Chan (2016) explored that in Macao, PTE is not very extensively welcomed by the students. They prefer more government-subsidized school tutoring rather than a fee-paying private session in English. Khuwaileh and Al-Shoumali (2001) investigated the reasons and conditions behind the English private tutoring among Jordanian University students. This study showed that Jordanian parents consider English as a 'make or break' for the future life of the learners. According to the parents' perspective, the reasons behind the popularity of PTE, are lack of Arabicization; the importance of English and their high income. This study also got another reflection from the students on the reasons behind the PTE such as learners could ensure themselves for belonging in the higher social class if they able to appoint private tutors and at the same time they wanted the highest possible grades in the exam. At this point, another author Sultana (2017) found out that PTE creates social inequalities in society because those parents who earned well only can only afford private tutors for their children. Moreover, Alotaibi (2014) attempted to find out the reasons for the popularity of PTE in Saudi Arabia. This study explored the implicit causes of PTE with the help of the interviews from both students and parents. He tried to understand possible reasons behind the popularity of PTE in Saudi Arabia which are difficulty level of English language, the performance of weak teachers, students' need for high marks in the exams, parents' lack of guidance and follow up sessions with students, social pressure, students' low presence in the classroom, large classrooms and teachers' heavy working loads. Some societal factors also help to influence to spread of PTE. Islam et al. (2019) found out that societal factors like academic importance of the English language, peer pressure, and parental investment on children's education had been influenced

students to participate in private tutoring sessions in English besides their schools. In the context of Bangladesh, Nayeem (2017) explored the reasons behind the spread of PTE at the S.S.C. level students. He found out that major reasons behind the PTE in SSC level are students want to get high scores, decrease the workload of the teachers, lack of ample teacher, lack of scientific teaching ability among the teachers, parental high expectations, etc. This study showed that most of the students of the S.S.C. level have to rely on private tutors rather than their school teachers due to limited time in the classroom. Moreover, Mustary (2019) explored the factors behind the spread of PT in Bangladesh. This study also tried to find out the response regarding PT among the students, teachers, and parents. According to this study, 25% of the participants against the PT because it increases social inequality. Moreover, 70 % of participants agreed that one of the main factors for the spread of PT in Bangladesh is students get good grades in the exam by private tutoring. Only 5% of the participant thinks that teachers' low salary is another main factor behind the spread of PT in Bangladesh. Hamid, Sussex and Khan (2009) found out similar results that by default students have their faith in PTE because they think that English class in the schools is not sufficient to get a good grade in the examination.

2.4 PTE and students' perspective

Yung (2011) focused on the 14 undergraduate students' previous experience in different types of private tutoring in English. By adopting the framework of Dornyei's (2005, 2009) 'Motivational Self-System', this study tried to connect student's motivation regarding English language learning with private tutoring. In different stages, students' interest changes as well as their motivation. The researcher explored why and how learner needs and wants shadow educations as well as what strategies private tutor used to develop to get their motivation and interest. The researcher found out that during the school level basically, parents decided to send students for the PTE sessions, so learners ought to L2 generated by the parents' forceful

imposition. In the senior years, students learn on their own and decide to go for the PTE sessions because by that time private tutor able to cultivate students' intrinsic motivation in learning. In this scenario, ideal L2 selves can be developed with an internalized instrumental motivation. Akimenko (2017) explored the main reasons for the effectiveness of PTE from the students' perspective are that private tutors' constant helping attitude regarding any problem in the English learning and a positive vibe in the classroom. Students get motivated when any teacher constantly helping them to gain good results.

2.5 PTE and Tutors' perspective

Saengboon (2018) explored from the private tutors' perspective the challenges and opportunities regarding PTE in Thailand. His study explored one of the most crucial challenges of private tutors are handling is that the misconception of English language learning among the students and parents. They think that tutors give the student a 'quick fix recipe' to pass the exam in English. This study also found out that both of the Thai tutors know SLA theories and Krashen's input hypothesis which helps them to play their role as an English Tutor. This study explored that corrective feedbacks have been used to the students in the PTE sessions. Islam (2019) investigated that in PTE sessions, teacher can give precise and corrective feedback for the individual students. Furthermore, Akimenko (2017) explored the experience of small private tutoring groups of both students and teachers and by analysing their experiences, this study tried to find out the effectiveness of PTE in Kazakhstan. The researcher found out from the teachers' perspective that the effectiveness of PTE is placed on the advanced teaching strategy and personality of the private tutor.

2.6 Research Gap

In the context of Bangladesh, PT related study has been conducted in the past. Most of the cases, researchers focused on the students' perspectives in the Private tutoring sessions (Nayeem, 2019; Islam et al., 2019; Manzoor 2013; Sultana, 2017). In the previous studies,

factors influencing students' inclination towards PT has been covered (Nayeem, 2019; Chan & Mongkolhutthi, 2019; Khuwaileh & Al-Shoumali, 2001). Moreover, some studies have been investigated from the teachers' perspective of the effectiveness of PTE, ethicality and government regulations (Islam, 2019; Akimenko, 2017; Saengboon, 2018). However, not many studies have been covered reasons behind secondary school English teachers' inclination towards PTE and their perceptions about it. This study will explore teachers' motivation to take PTE classes which are determined their inclination towards it. According to Mertler (1992), if the teachers have cumulative motivations with their working position, they become more productive and create a good impact on the students throughout their teaching career. In Bangladesh teachers of the secondary school various challenges or obstacles regarding their English teaching environment from the professional point of view. In some cases, Secondary English school teachers get involved with the PTE sessions outside the school and that ultimately affected the mainstream school teaching (Subedi, 2018). Certain factors lead them to engage in a private tutoring session in English. The main purpose of this research program to find out the factors/motivators behind the teachers' inclination towards PTE.

2.5 Conceptual framework of the study

To observe the phenomenon of research, a researcher always needs a conceptual framework for guidance. This framework gives a map that leads the researcher to get into the answers. According to Burns and Grove (2005), by definition conceptual framework is an abstract construct that thoroughly offers evidence for phenomena of interest, explicit specific assumptions and pursues a philosophic position. The researcher in this study program has used "Two factor theory" or "motivation-hygiene theory' by Frederick Herzberg as her conceptual framework. Herzberg's study is stated in the "The Motivation to Work", (Herzberg et al.,1959) where they tried to examine the factors behind job motivation. Herzberg and his colleagues developed a two-dimensional paradigm of factors influencing working positions. They

developed a hypothesis whereby this two-dimensional set of factors affects the satisfaction and dissatisfaction level with a job. This is because according to the developers of this theory, it is not reliable to measure satisfaction and dissatisfaction on the same continuum (Herzberg et al., 1959). So, they tried to conduct different studies to decide which factors are the reasons behind job satisfaction or dissatisfaction. People from different area job sectors attended their two pilot projects and later on his theory of job satisfaction was further developed and expanded (Herzberg, 1966; Herzberg et al., 1959). Moreover, in the Pittsburgh area of USA, Herzberg et al. (1959) studied more than 203 accountants and engineers who were working in different nine factories, tried to understand which factors create an impact on the people's work environment and which factors were the reasons for the satisfaction and dissatisfaction in the workplace (Herzberg et al., 1959). The main hypothesis of the Herzberg two factor theory tried to recognize certain factors that lead to positive outlooks towards work and at the same time negative outlooks towards to job sector. Another hypothesis of this theory tries to states that the factors and effects of the long-range and short-range sequence of events (Herzberg et al., 1959). The original hypothesis of the Herzberg theory was restated later on and that restated to the two-factor theory of job satisfaction. According to Herzberg Two factor theory, there are two factors are divided into two sets of categories: one is the motivation factor or self-actualization factors include achievement, recognition, the work itself, responsibility, advancement, and the possibility for growth and the other one the hygiene factors include company policies and administration, relationship with supervisors, interpersonal relations, working conditions and salary (as cited in Ghazi, Shahzada & Khan, 2013). This research program announces its conceptual framework based on the Herzberg two factor theory where the two-dimensional paradigm of factors influencing towards working positions and these two factors are divided into two sets of categories: one is the motivation factor or self-actualization factors include achievement, recognition, the work itself, responsibility, advancement and the

possibility for growth and the other one the hygiene factors include company policies and administration, relationship with supervisors, interpersonal relations, working conditions and salary (as cited in Ghazi, Shahzada & Khan, 2013). In this theory, these motivators and hygiene factors indicate satisfaction/motivation and at the same time dissatisfaction towards the workplace. Some studies have been conducted with this theory on the teachers' job motivation and satisfaction on the mainstream teachers (Murtler, 1992; Ghazi et al., 2013; Evans & Olumide-Aluko, 2010) by following the Herzberg Two factor theory (1966).
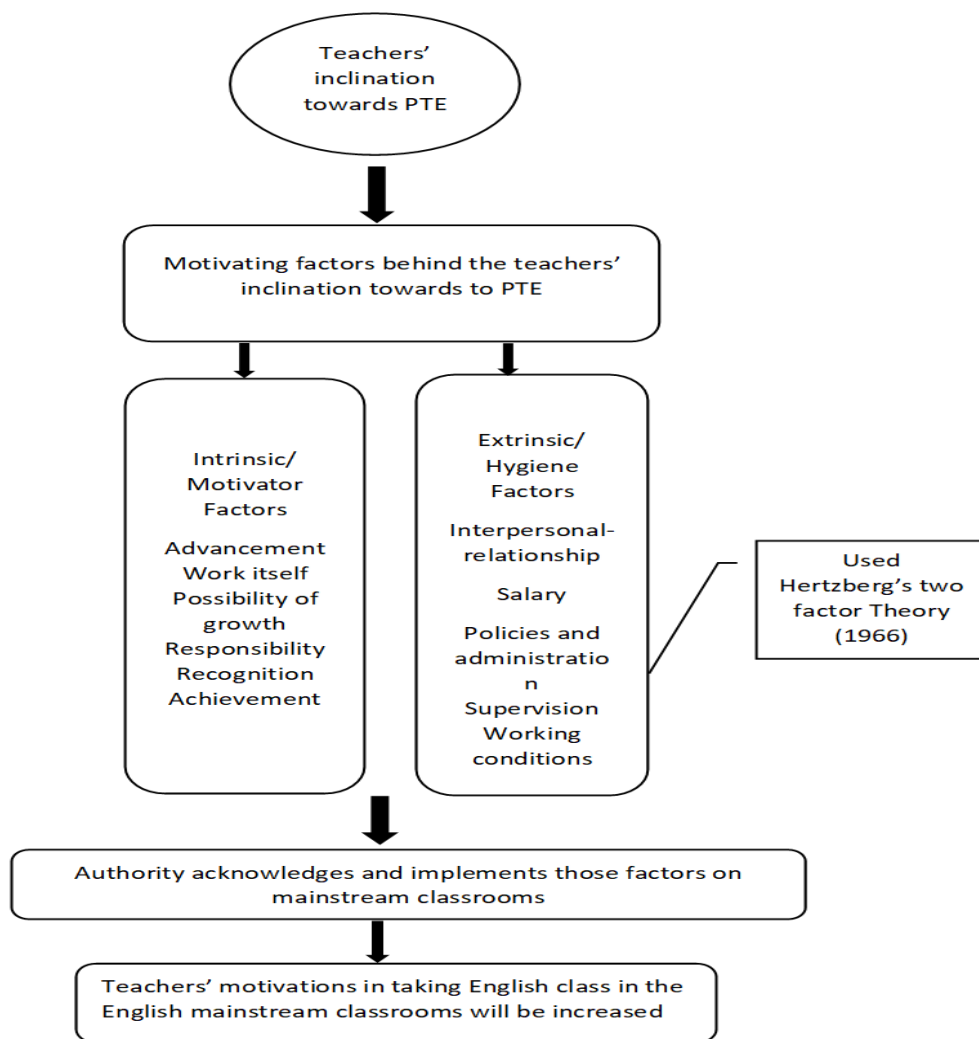
Figure 1: Adaptation of Herzberg's Two factor theory (1966) as the conceptual framework.

In this study, the researcher will propose to count Private tutoring in English as another dimension of an English teaching 'job' for the secondary school English Teacher which is in 'out of school' teaching environment. In this study, the researcher will adopt this theory to find the motivators (intrinsic) and hygiene (extrinsic) factors are responsible for their satisfaction in taking private tutoring English sessions that inclined them towards PTE. These findings will automatically determine which motivational factors will bring them back to take English classes seriously in mainstream school English teaching scenarios. If authorities will aware of the motivations behind their inclination towards PTE and they will investigate these situations and take proper initiatives, and that will increase teachers' motivation to take English classes in the mainstream classroom, thus students will be more benefited by those initiatives in the mainstream school English classes.

Chapter 3

Methodology

3.1 Introduction

The researcher organized this chapter by drawing a map of the plan of this research program. At the very beginning of this part, the researcher talked about the associated philosophical assumptions, qualitative methods, and issues adjacent to research drawing. Secondly, the researcher briefly talked about the design of the research, the multiple case study approach, and the role of a researcher. After that, she described the settings, participants' selection procedure and participant profiling. Furthermore, the researcher mentioned about the data collection and analysis process of the research. Finally, the researcher described the ethical consideration and trustworthiness while conducting the study program.

3.2 Philosophical issues of the research design and Qualitative research

Paradigm is a prevalent word in the field of qualitative research which is first coined by Thomas Kuhn (1970), basically means that the researcher's philosophical viewpoints or assumptions regarding his/her research program. Paradigm's other synonym is the term "worldview' (Creswell, 2007) is narrated that "a way of thinking about and making sense of the complexities of the real world" (Patton, 2002). Research worldview or paradigms have some common components like axiology; stands for the viewpoints about the role of values and morals in research; ontology indicates the assumptions of the researcher about the nature of reality in research; epistemology describes the researcher's assumptions about how he/she knows, methodology emphasizes different use of methods in Research and lastly the rhetoric points out the language of research (Creswell, 2007). In this modern platform of research, there are many worldviews or paradigms introduced by scholars like as post-positivism, constructivism, pragmatism, etc. which help to create a framework of any qualitative research program. Among the different worldviews, Pragmatism act as an effective tool that tries to solve any research problem, and more specifically it acts as a heuristic in any research (Abbot, 2004). According to Biesta (2010), pragmatism is a set of philosophical tools of value for addressing problems in a research program. The researcher chose the Pragmatic worldview from the qualitative research studies, to solve the research problem like the main reasons behind teachers' inclination towards the English private tutoring session. When the researcher will be analysing those factors, experience from the private tutors' perspective, that will address the problem of mainstream English language learning classes, and improve it thoroughly.

In the following Table 1 Creswell's (2007) adapted version of "Philosophical Assumptions with Implications for Practice" is given to narrate the philosophical assumption of the research.

Research Paradigm	Philosophical assumptions			
Pragmatism	Ontological Reality is subjective and Multiple, as seen by participants in the study	Epistemological Researcher attempts to lessen distance between himself or herself and that being researched	Axiological Researcher acknowledge that the research is value laden and biases are present	Methodological Researcher uses inductive logic, studies the topic within its context, and uses an emerging design

Table 1: Creswell's (2007) adapted version of "Philosophical Assumptions with Implications for Practice"

According to Creswell (2007), from the ontological assumption reality is multiple and as well as subjective. When a particular researcher conducts his research program, he/she tends to cover multiple realities. Here, in this research program, the researcher will try to explore different teachers' realities about the inclination towards the PTE. In this research, the researcher will understand by taking interviews of the participants about their subjective opinion regarding the research problem. Different quotes of the participants actually reflecting their multiple realities and perspectives from their side (Creswell, 2007). In this research, by when the researcher goes through the different perspectives of tutors' actual words which will accumulate different realities in one paradigm. The next point of philosophical assumption is epistemological, which indicates to lessen the distance between the participants and research to know the real "reality" of the participants by the researcher. According to Creswell (2007), with the ontological assumption, the researcher should try to get into the touch of the

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participants as close as possible to know about the participants' real condition. In this research program, before taking the interview, the researcher will communicate with the participants via telephone to know about them. In the third segment of philosophical assumption is axiological where the researcher confronts that his/her research is value laden and actively reported his/her biases in the research program (Creswell, 2007). In this research, the researcher will try to minimize the biases regarding the research findings and if there is any bias that will be mentioned clearly with appropriate logic. Finally, the last philosophical assumption is methodological which discuses indictive reasoning by the researcher rather than a previous theory or perspectives of the inquirer (Creswell, 2007). According to Creswell (2007), the characteristics of the aforementioned philosophical assumption is truly inductive, emerging, and shaped by the researcher's experience in collecting and analysing the data. In this research, the researcher uses inductive reasoning by using one to one semi-structured interviews, oral history to generate some factors leading tutors to the inclination towards PTE and their perception about PTE.

3.3 Design of the research

The design of the research is a conceptual blueprint that glued together all the research elements one along in the research programs. (Akthtar, 2016). So, designing a research program is an important step to move forward to the research. It is necessary to identify the type of data that helps to solve the research problem smoothly (Ahuja, 2010). In this research study, the researcher tried to draw the design of the research by keeping the research question in mind in the very first place. In this chapter, the researcher will talk about the design of this study.

3.4 Multiple case study approach

According to Creswell (2012), in the case study approach of qualitative research, the researcher explores a case or cases over time through detailed, in-depth data collection procedures involving multiple sources of information and reports a case description and case-based themes. As the case study approach in the qualitative research field needs in-depths interviews and stories of the participants to find out the research question more efficiently, the researcher has decided to conduct this research in the case study approach in her qualitative research. To explore intensively about the perception and assumption of the tutors from real-life scenarios it is necessary to design the research on the background of the case study approach. According to Simon (2014), a case study requires an in-depth exploration from different viewpoints of participants in a particular research problem in real life. In this study, the researcher took a multiple case study approach to get an in-depth exploration of the data and different viewpoints of the participants to answer the research questions of this study.

3.5 Researcher's role

From childhood, the researcher had some experience of the PTE sessions just like other students in this country. The researchers have been seen the prevalence of PTE in the local community and how students wanted the popular English teacher as their PTE tutor. Those memories from the past, made the researcher to think about the situation of PTE in the secondary school platform. Thus, the researcher chose this topic of PTE for her study. According to Simon (2011), theoretically in quantitative research, the researcher's role is non-existence but in the qualitative study, the researcher's role is different. She also added that a good qualitative researcher asks detailed and probing questions to investigated the study. In the research, while preparing the interview questions, the researcher wanted to ask questions that

debuted in the mind in the first place from her past experience with PTE and that help the researcher to find out the research questions from this study.

3.6 Selection of the settings and participants

The selection of the settings and participants is an important part to have appropriate research results. In this research, since the world is under a global pandemic situation, it is difficult to select the settings and participants. However, the study is mainly focused on the Secondary level Bangla medium educational platform in the Dhaka district of Bangladesh.

The researcher chose six different institutions' teachers to conduct the study program. The participants of the research program age in between 27-50 who are currently associated with after school private tutoring session in English. The researcher has explained to the participants about the purpose, research questions and idea of this study and full agreement with the participants of not exposing any participants' information by using their actual name in the research program

3.6.1. Participants' profile

No	Participant's Name	Educational qualifications
1	Nasrin Sultana	Bachelor of Arts in English, Masters of Arts in English and B.Ed.
2	Fazlur Rahman	B.A. and M.A. in English.
3	Yusuf Hoq	Honours and Masters in English from University of Dhaka
4	Tanrim Islam	B.A from private university and M.A from public university in English.
5	Sadi Siddique	B.A (Bachelor of Arts) and M.A (Master of Arts) in English from Chittagong College under National University
6	Dibakar Biswas	MA in English Literature

Table 2: Participants Profile

3.7 Data collection procedures

The data collection process is mainly conducted through the Zoom meeting online platform because of the worldwide pandemic situation. The researcher took individual semi-structured interviews on participants' experiences and assumptions related to PTE. The researcher took additional notes and key points from the interview sometimes added follow up questions to understand factors leading to the inclination towards PTE. Since this study is a qualitative one and the researcher chose the case study approach, there are quite a few open-ended questions asked by the researcher to explore the situation efficiently.

3.7.1. Semi-Structured Interviews

Creswell (2013) stated that in multiple case study observes a real-life situation that providing in-depth data from the participants. To get in the depth of the data, semi-structured interviews are preferable. According to Datko (2015), the advantages of the semi-structured interview ensure adaptability and flexibility in the data collection process of the study. He also added that the aim of the semi-structured interview is to know the participants' subjective answers about the known situation from their own world. In this research, the researcher searches for tutors' perspectives and assumptions regarding their inclination towards PTE and their assumptions about the perception of PTE. So, by using the semi-structured interview (Appendix D.1), the researcher can get the participants' subjective responses to the known situation from the participants' world.

3.7.2 Interview Protocol for the Teachers

The interview is an essential part of the qualitative research program. It supports the researchers to analyse the data properly. According to Rubin and Rubin (2012), interviews help the researcher to get detailed data based on the interviewees' experience regarding his/her qualitative research. So, it is clear that to get ample data from the interviewees, it is essential

to take interviews by the researchers. However, the researcher must ensure the reliability of the interviews which have conducted by him/her. To ensure the reliability of the interviews, researchers need an interview protocol as an instrument by refining through the IPR framework in his/her qualitative research. According to Castillo-Montoya (2016), the IPR framework refined the structured and semi-structured interviews in the best possible way and it also supported the development of non-structured interviews. In this research, the researcher took this IPR framework to formulate the semi-structured interview questions for her qualitative research. There are four phases (Castillo-Montoya, 2016) to the IPR in the qualitative research program which the researcher followed while drawing the protocol:

Phase 1: Ensuring interview questions align with research questions,

Phase 2: Constructing an inquiry-based conversation,

Phase 3: Receiving feedback on interview protocols

Phase 4: Piloting the interview protocol.

According to Jones et al. (2014), to reach the aim of the research, each phase of the IPR framework helps the researcher to move more forward and maintain harmony in developing the research program along with the interviewees. To develop a good interview protocol, these four phases combinedly produce a systematic framework to help the researcher to get the essential data according to qualitative research questions (Castillo-Montoya, 2016). In this study, the researcher followed the interview protocol to ensure essential data. From the phase one, the researcher prepared interview questions aligned with the research questions. Secondly, the researcher constructed an inquiry-based conversation with the participants. Thirdly, after choosing the protocol, the researcher received feedback on the protocol. Finally, the researcher piloted the interviews before conducting actual interviews.

3.7.3. Piloting the Interviews

The researcher piloted the interviews with an English Private tutor called Karim (pseudonym) who didn't have any attachment to a secondary school. The researcher chose him because he can relate the Private tutoring in English as he is currently attached with PTE. After the piloting interview, the researcher modified some of the interview questions which is approved by an expert.

3.7.4 Conducting Final Interviews

In this pandemic situation, teachers are too busy with the new online teaching platform, it is difficult to manage the time with the participants in zoom meeting. The researcher arranged every meeting with the participants' convenient time and environment. However, due to the pandemic situation of the world, the researcher could not take the desired numbers of Interviews. The researcher approached around 18 school teachers who have an attachment to PTE. However, most of the teachers didn't want to talk about PTE. Only six secondary school teachers who have a connection with PTE, agreed to give the interview. All of the interviews had taken in between August-September time periods. Before conducting the interview, the researcher talked with every participant about the time of the interview on the phone and messaged the Zoom ID and Passcode of the meeting. While conducting the interview, the researcher tried to build rapport with the participants to give the participants comforts. The researcher asked semi-structured interview questions to the participants.

3.8 Data analysis framework

According to Flick (2013), the central step of the qualitative study is the data analysis process. He also added that one of the aims of this data analysis process is to describe a phenomenon in a detailed way. So, data analysis is an important part of the study which will be helpful to do

the study. According to Nowell et al. (2017), thematic analysis can be used in the qualitative data analysis process to analyse large qualitative data by which the study gets the trustworthiness. Braun and Clarke (2006) stated that the main foundational method for qualitative data analysis procedure because this framework ensures the core skills for investigating various forms of qualitative research. Moreover, Miles & Huberman (1994) developed five steps of data analysis process which are listening to the recordings, transcribe the interview, read the transcripts several times over a period of time to familiarize yourself with what is being said, code the interview, write a summary of the coded data and lastly write an interpretation. According to Stake (1995), one of the forms of data analysis is when the researcher looks through the data, the researcher gets an interpretation of the meaning of the data and then he/she can interpret the themes of the study. In this study, the researcher adopted Miles and Huberman's five steps analysis (1994) and Stake's data analysis procedures (1995) to analyse the data and to develop the thematic patterns of this study.

3.8.1 Analysing interviews

For this study, the researcher took the first step of the Miles and Huberman's data analysis procedure (1994) which is transcribed the recorded interviews. The researcher has done it manually because at first the researcher tried the Transcriber AG applications but it didn't recognize the accents because these interviews were recorded via zoom application, it becomes too hard to recognize for other applications. Secondly, the researcher started to code (Appendix D.2) the interviews with the help of seven column coding templates (Ahmad, 2017) from the transcripts which is the second step of the procedures. The researcher used various techniques of coding like in vivo coding and open coding (Saldana, 2015) Thirdly, the researcher found out the leading main ideas from the coding after looking through and interpretation of the data.

Fourthly, all of the leading main ideas helped the researcher to interpret the emerging themes. Lastly, all the themes were gathered to make a comparison among the data and by that process, a thematic pattern (Appendix D.3) of the study developed to answer the research questions.

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┌─────────────────────────────────┐
│   Transcribed the interviews    │
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                 ⬇
┌─────────────────────────────────┐
│     Coding of the interviews    │
└─────────────────────────────────┘
                 ⬇
┌─────────────────────────────────┐
│  Listed the leading main ideas from
│  the coding                     │
└─────────────────────────────────┘
                 ⬇
┌─────────────────────────────────┐
│   Generation of emerging themes │
└─────────────────────────────────┘
                 ⬇
┌─────────────────────────────────┐
│ Comparison among the themes in between
│ the cases and creating thematic pattern │
└─────────────────────────────────┘
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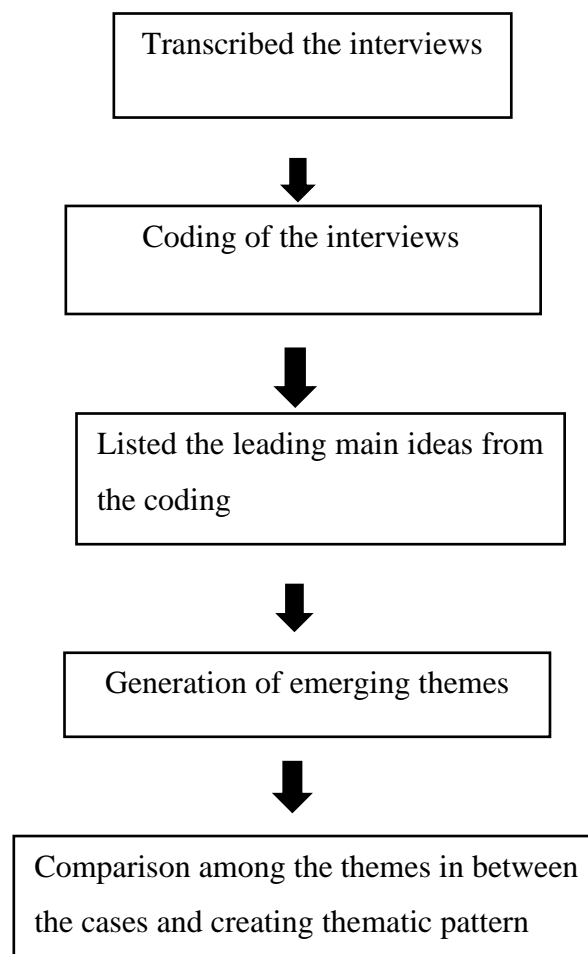
Figure 2. Data Analysis Framework

3.9 Ethical considerations

Ethical consideration is another important issue while conducting a research program. In this study, the research maintained a strong ethical consideration regarding her research. Firstly, participants are fully aware of the fact that their identities will not be disclosed in any

circumstances from this study and pseudo names can be used to hide their identities. Secondly, the researcher explained every little detail of the research problem and the research to make sure that the participants feel comfortable and safe while doing the interviews. Thirdly, there can be some sensitive issues while sharing their personal experience of the participants regarding PTE, the researcher asked every sensitive information from the participants whether she can use it or not in the research.

3.10 Trustworthiness of the study

According to Shenton (2004), in qualitative research, the credibility is often questioned because the researcher did not ensure the validity and reliability of the study. In this study, to achieve the validity and reliability of the study, the researcher adopted a member checking e-mail (Appendix F), triangulation of data as rating of the teachers' interview by an expert (Appendix E.1). After the transcription of the data, the researcher asked the participants to review the interviews and then, the participants reviewed the interviews and confirmed it via e-mail (Appendix F). Moreover, after the theme generation procedure, the researcher sent these themes to an expert to rate or comment on the themes (Appendix E.1) which shows the percentage of the inter-rater reliability for the triangulation of the data (Appendix E.3)

Chapter 4

Findings and Discussion

4.1 Introduction

This study has looked for Teachers' overall perception of PTE and the factors behind teachers' inclination towards PTE in Secondary schools in Bangladesh. To find out the factors behind teachers' inclination towards PTE, this study captured the concept of Herzberg Two factor

theory (1966) where two factors- intrinsic and extrinsic or hygiene factors are responsible for the job satisfaction or dissatisfaction (as cited in Ghazi, Shahzada & Khan, 2013). To answer the research questions, this study took a qualitative research method that included a semi-structured qualitative questionnaire to enhance data collection and analysis. This chapter speculates the findings of the study and discusses the ramifications of the study's outcomes.

4.2 Factors (Intrinsic) behind the teachers' inclination towards Private tutoring in English

In any job, motivation is an important factor that accelerates the performance in the job place. Through motivation, one can identify his/her satisfaction level in the workplace. Herzberg's theory (1966) states that motivation factors are responsible for the satisfaction in the job place, while intrinsic motivation besets the following six factors: the work itself, advancement in the job or career, the possibility for growth and development, the responsibility given to the worker, feeling recognized and a sense of achievement (Ghazi, Shahzada & Khan, 2013). In this study, the researcher proposes to count Private tutoring in English as another dimension of an English teaching 'job' for the secondary school English Teacher which is in 'out of school' teaching environment, so the researcher tried to find out the factors behind teachers' motivation to take the PTE session. This study tried to get the data from the six secondary school teachers who have an attachment to PTE sessions alongside mainstream English classrooms. The analysis of the qualitative data will display factors influencing teachers' satisfaction regarding taking classes in the PTE which is ultimately inclined them towards PTE.

4.2.1 Comfortability in PTE sessions

One of the important motivational factors in Herzberg two factor theory (1966) talked about was the work itself (as cited in Ghazi, Shahzada & Khan, 2013). In the workplace, workers

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need comfort to feel motivated and satisfied. One of the interview questions was whether teachers are feeling comfortable with the work or tutoring in PTE sessions or not. Always it is from the teachers' duty to make the classroom environment comfortable for the students for functional learning (Akomolafe & Adesua, 2015) Several studies have been conducted on the student's comfortability in the English language classroom. According to Nicolson and Adams (2010), learners need to feel comfortable if he/she wanted to achieve speaking in socially and collaboratively constructed environments. Moreover, teachers' comfortability in the generalized classroom has been recognized in some research. Ojo et al. (2012), found out that majority of primary school teachers are not comfortable with generalized teaching. However, teachers' comfortability in the PTE sessions has not been addressed in the former studies. In this research, the researcher has found that six out of four tutors have assured that they feel more comfortable while taking PTE sessions more than the mainstream English classrooms. First of all, the participants pointed out the reason behind the comfortability is because of the ability to manage the PTE classroom effectively. For example, one of the participants named Fazlur Rahman who is a Secondary school English teacher and has an attachment with PTE, said that "I feel comfortable in the PTE classes because I managed the English learning environment effectively" (FAZ DU 16). Another participant named Yusuf Hoq who is a government secondary school English teacher and also have an attachment with PTE in holidays only, agreed on the comfortability issue in PTE session and said that "I think that it is probably because of governing an effective English language learning environment in PTE session (YUS DU 16). So, teachers' comfortability comes with the ability to manage the English language classroom, which is ensured in the PTE sessions from those discourses. Secondly, another reason behind the comfortability in the PTE session, is that tutors could pay more attention to individual students in the PTE session. One of the participants named Tanrim Islam talked about taking care of individual students which brings comfortability and said that

"Yes I feel a little bit more comfortable in PTE session. As here I can give clear concepts to my student about any difficult topic." (TAN DU 18). Sadi Siddique also talked about teachers' comfortability in PTE and said that "In PTE I have the opportunity to look after the students on one on one basis, while in mainstream schools' English Classes I can have the opportunity to look after a whole group of students with different varieties" (SAD DU 16). So, tutors in the PTE session, feel comfortable because they have to deal with individual students in the PTE session. Thirdly, another reason for their comfort in the PTE session might be related to the challenges. Five out of six participant participants agreed that they don't feel any challenge while taking classes in the PTE session. Normally in the mainstream school English class environment, we can see that teachers face challenges in class management, time duration, overcrowded classroom, students' unwillingness to participate in the classroom less conductive environment etc. (Macías & Sánchez, 2018). However, in these PTE sessions, tutors said that they didn't face any challenges in the PTE session which ultimately bring them comfort to teach English in the PTE session. One of the participants agreed on the comfortability in the PTE session, he mentioned his reason behind comfortability that he can practice speaking in English with the students in the PTE session (DIB DU 16) which indicates that students' willingness to practice English speaking with him. Moreover, two out of six participants confirmed they feel the same comfortability in both PTE and mainstream English secondary classrooms. These two participants are both teachers in private secondary schools. So apparently, from the discussion it appeared that ability to manage the PTE sessions, proper focus on an individual student at a time and facing no challenges in the PTE are the main reasons behind the comfortability in taking PTE sessions which could be a possible reason for their inclination towards PTE.

4.2.2 Knowing about the ability to balance dual roles: teacher in Mainstream classroom and tutor in PTE session

In Herzberg's theory (1966), advancement in the job place is an intrinsic or motivator factor for job satisfaction (Ghazi, Shahzada & Khan, 2013). In the context of Private tutoring in English, advancement in PTE sessions could be connected to the ability to balance between teachers' and tutors' roles at the same time and it could be a possible factor for the inclination towards PTE. When a secondary school teacher saw that he/she could do tutoring English in the classroom and after that he/she could also tutoring English outside the classroom, more specifically in the PTE session, he or she knew about his/her ability to balance the dual roles. When he/she knew about managing dual roles, he/she would motivate to join more PTE sessions afterward. All of the participants in this study, balancing both teacher and tutors' role at the same time in different ways. First of all, to balance the dual role, the teacher/tutor implements PTE techniques in the mainstream classroom. For example, one of the participants named Sadi Siddique who is a Private secondary school English teacher talked about balancing dual role. He said that "In my mainstream school's sometimes I use my PTE technique, like if have to focus on one particular student, then my PTE technique works. On the other hand, while I am with a student giving private tuition, I can read his or her mind comparing with the group of my mainstream class and that helps me a lot to connect with my student." (SAD DU 18). He implements PTE and mainstream English class techniques into vice versa scenario and that helps him to balance dual role at the same time. Secondly, to balance the dual role at the same time, teachers have to give extra time and effort on English language teaching. Six out of four teachers agreed on the term while balancing a dual role, he/she have to give extra time and effort to teach the student English language. One of the participants named Yusuf Hoq said that "I only tutor them on Friday, for those students who feel that they are not coping up with the English classes as there are other students who might be faster than those of the students. They

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come to the PTE and solve their problems." (YUS DU 18) So, implementing PTE techniques in the mainstream classroom and vice versa and giving enough time & effort on the English language teaching are the main reasons behind the balancing dual role at the same time, which could be possible reasons behind the teachers' inclination towards PTE.

4.2.3 Fulfilling the Responsibility for PTE sessions' students

As an English language teacher in the classroom teaching, a teacher has to play different roles like learner, facilitator, assessor, manager and evaluator (Archana &Rani, 2018). A crucial role brings responsibilities as well. Teachers' responsibility towards the mainstream classroom is huge because of the administrative demand for school authority (Lauermann, 2013). However, in the PTE, tutors are not bound to feel solely responsible for the students' English language learning process because there is no authority over tutor himself. According to Herzberg's theory, responsibility for the job place is another important intrinsic motivational factor for satisfaction in the Job place (Ghazi, Shahzada & Khan, 2013). In the context of PTE, this rank of responsibility could be connected with the ability to fulfil the responsibility of tutors for PTE sessions' students which could be a possible factor for the inclination towards PTE as well. From the interviews, everyone agreed on the idea they feel responsible for the student the students who do not well in the English exam in the school but have an attachment to his/her PTE sessions and give their reasons behind it. First of all, one of the reasons behind their feeling of responsibility is because teachers taught students personally in the PTE session. From the interview, four of them specifically talked about feel responsible is because they taught English personally in PTE sessions. For example, one of the participants, named Tanrim Islam said that "Yes I feel responsible. As I teach him/her personally so it's up to me to help them enough to do well in school exam." Fazlur Rahman, one of the participants also emphasized on the term "personally" to be felt responsible for PTE students and said, "Obviously I feel responsible for the students in my PTE session as I am taking care of student personally". However, another

participant agreed on the responsibility for PTE session but he also said that "PTE cannot be blamed solely, since PTE gets only a few hours in a day to teach the student. Rest of the time he or she is with his or her family, friends and mainstream school class teacher." Apart from this perception, everyone from the interview part agreed about their ability to feel responsible for the students of PTE. When tutors feel that they fulfilled the responsibility by taking care student personally as a tutor in the PTE session, he/she will more incline to the PTE session in the future.

4.2.4 Popularity as an achievement for PTE tutor

Achievement in the workplace is an important intrinsic factor for satisfaction in the job place according to Herzberg two factor theory (1966). In the context of Private tutoring in English, one of the most satisfying elements of a tutor get from it is the popularity as an English tutor in the locality which ultimately counted for their inclination towards PTE sessions. One of the interview questions in this study was whether they have popularity in the locality as an English private tutor and whether they count it as an achievement or not. From the interview, six out of five teachers agreed on the term that they have popularity in the locality as an English tutor and they counted it as an achievement. They also talked about the reasons behind it. First of all, popularity as a PTE tutor gives them a sense of satisfaction which counts an achievement for the. When they have the moment of self-satisfaction in the PTE sessions, he or she eventually incline to the PTE sessions. For instance, one of the participants from the interview Sadi Siddique talked about popularity as an achievement while taking PTE class and said that "Yes, I do have popularity as an English tutor in the locality, and it certainly gives a sense of self-satisfaction, because it shows that I am doing my job properly. For me it is an achievement that

I achieved due to my honest efforts." (SAD DU 24). Secondly, another reason behind the count of popularity as achievement is because of the encouragement teachers got from it. For example, another participant Tanrim Islam talked about this issue and said that "Yes I count it as an achievement and it always encourages me to do my duty properly as a teacher" (TAN DU 26). Moreover, not only popularity but also helping the students who are not doing well in the English examination is another kind of achievement for the PTE tutors which ultimately incline them to PTE. For example, one participant named Dibakar Biswas talked about helping the students with his language skill is an achievement for him. He added that "I have popularity as an English tutor in the locality. Yes, it is counted as an achievement for me because I am helping students with my English language skill. (DIB DU 24)" Nasrin Begum, another participant from the interview, also talked about the same issue that helping students in PTE class is an achievement for her (NAS DU 24). So, self-satisfaction, encouragement, helping out students are the behind reasons for the achievement which ensures tutors' popularity as an English tutor in the locality and it could be a possible intrinsic factor for the more inclination towards PTE.

4.2.5 Recognition

According to Andrews (2011), meaningful recognition can improve teacher motivation in the job place and it is the way to find quality teachers. He also said that proper recognition based on the evaluation of teachers create major impacts for the improvement in classroom teaching and student learning outcomes (Andrews, 2011). Similarly, in the Herzberg theory, we can see that, intrinsic motivator like Recognition in the job place creates satisfaction in the job place. In this study, well recognised as a PTE tutor is an intrinsic factor that could be a possible motivational factor for the more inclination towards PTE. the researcher asked the participant

whether new students want them to be their PTE tutor or not. One of the participants named Fazlur Rahman agreed on this question and said that "In my short teaching experience in PTE, I heard from people that new students want me to be their PTE tutor…" (FAZ DU 24). Another participant named Sadi Siddique also agreed on this question and said that due to his honest effort in the PTE classes, new students want him to be their English Private tutor (SAD DU 24). It indicates that when the tutor achieved students' recognition as their PTE tutor, that motivate them to incline more in the PTE session. Here we can see that, new students from the locality, wanted these participants as their PTE tutor, so in a way, students and their parents recognize him or herself as an English Private tutor in the area which probably influences these participants to join more in the PTE session.

4.3 Motivational Factors (Extrinsic) behind the teachers' inclination towards PTE

Herzberg also proposed extrinsic or hygiene factors behind the satisfaction or dissatisfaction behind the job place (as cited in Ghazi, Shahzada & Khan, 2013). Those hygiene factors include working conditions, company policies and administration, relationships with supervisors, interpersonal relations and salary. In this part, the researcher will talk about the extrinsic or hygiene factors behind the teachers' inclination toward PTE based on the Herzberg theory (1966)

4.3.1 Preference in less number students in PTE sessions: Condition of PTE session

Working conditions or environment is a prominent extrinsic factor behind the workers' satisfaction or dissatisfaction discussed in the Herzberg theory (as cited in Ghazi, Shahzada & Khan, 2013). So, the working environment could be a possible reason behind the satisfaction or dissatisfaction in the working place. In the context of private tutoring, PTE sessions'

environment could be a possible reason for the teachers' inclination towards PTE. Koc and Celik (2015) argued that the number of students per teacher has an alignment with class size and it is mainly believed that smaller classrooms ensure better teaching and learning environment. In the interview, the researcher asked about the preferred classroom environment basis on the students' number in the PTE session. All of the participants in the interview sessions agreed on the idea that they all preferred a smaller number of students in the PTE session and the range of students' numbers is between 1-20. One of the participants named Sadi Siddique talked about his preference of a smaller number of students and that increases the quality of teaching English and said that "Maximum five students should be there in English private tutoring session…No, it is not suffocating like schools, rather it is quite comfortable since there are few students to be observed. I can work on them individually. So, the quality of work increases." Another participant named Diabakar Biswas pointed out that he prefers around 20 students in the PTE session and the environment in the PTE session is not suffocating like the mainstream English classroom with lots of students (DIB DU 26). However, among the participants, one participant named Tanrim Islam, talked about her preference on one to one PTE session. In the interview, she argued that PTE sessions are not like gathering lots of students just like school classrooms and there is no point of taking PTE classes with lots of people (TAN DU 28). So, tutors' preference in teaching a smaller number of students which may impact positively in English language learnings, and in PTE most of the cases, there is a smaller number of students which could be a possible reason behind the tutors' inclination towards the PTE.

4.3.2 Friendly relationship between teachers and students in PTE

Lodhi et al. (2019) found that in the English language learning process, teacher-student relationships increase and strengthen English language learning capacity of ESL learners. Studies have also found that, one of the strong platforms to ensure the student engagement in

leaning process is associated with the positive teacher-students' interpersonal relationships (Brekelmans et al., 2005). Moreover, studies have explored the effect of student-teacher relationship in increasing learning ability (Chin & Shieh, 2005). However, teachers' motivation can also come from the friendly learning environment. So, teachers' motivational factor for the satisfaction in the workplace could also come from the friendly atmosphere in the PTE sessions. The researcher asked about friendliness issue among tutors and students in the PTE session. Six out of five participants feel or administered a more friendly environment in the PTE sessions than mainstream English classroom. The reasons behind the friendliness among PTE tutor and students are because here students do not feel any shyness and they can talk freely with their PTE tutor which helps basically to create a communicative English language learning environment. In the interview, two out of six participants agreed on the issue that students feel free to talk in the PTE session and that brought a friendliness in the language learning process among the tutor and students. Tanrim Islam, one of the participants talked about this issue and said that student can talk freely because of the friendly relationship with her in the PTE session and they have inquiries about the English course which is not usually happened in the mainstream English classes (TAN DU 32). Other reasons behind the friendly relationship between teacher and students are because of the level of interaction is higher in the PTE sessions. One of the participants named Sadi Siddique said that, "Yes, I feel more friendly environment in the PTE classes with the students rather than mainstream school, because here I can get the scope of contact my students on one to one basis, which is more often difficult in mainstream school classes." (DU SAD 30). Another participant, Nasrin, also stressed on the interaction among the tutor and students in PTE brings a friendly environment. So, when a tutor finds friendliness or can interact with students more frequently, which will ultimately give him/her satisfaction in the PTE class and that also motivate him/her to incline more in the PTE sessions as well.

4.3.3 No restrictions from schools

According to Herzberg (1966), restrictions & policies in the job place is another dimension of extrinsic factor that bring satisfaction or dissatisfaction on the workers' mind (as cited in Ghazi, Shahzada & Khan, 2013). In this study, the researcher tries to understand whether the participants get any restrictions from the schools do not have an attachment with Private tutoring session outside the mainstream classroom environment. If teachers get any restrictions from the school authority directly, it will automatically reduce the level of their inclination towards the PTE. In this study, six out of two participants agreed that they have some restrictions from the authority because the government is planning to ban private tuition from the country. According to the newly proposed draft Education Act 2020, a new law stipulates that the government can take necessary measures to stop private tuition in Bangladesh. (Bangladesh Post, 2020). This draft Education Act restricts private tuition, encouraging teachers' notes or guidebooks. It also announced about restricting private tuition by a teacher of his/ her same institutions (Bangladesh Post, 2020). So, six out of two participants get some restrictions from the authority so far. The researcher again questioned them whether there are any restrictions/ policies then why teachers are still encouraged to take PTE classes? In response to that question, one of the participants argued that he only allows three to five students in the PTE sessions who are not coping up with the class or catch the English lesson the mainstream English classes. So, in this case, only weak students came into him for PTE sessions, and parents of the weak students pressurized him to take PTE sessions most of the cases (YUS DU 32). Another participant who said he gets some restrictions from the authority

but still take PTE sessions argued that for the economic reasons, he still encouraged to take PTE sessions despite the restrictions from the authority.

However, from this study, the researcher found out that six out of four participants did not get any restrictions from the school authority to not have an attachment to PTE sessions outside the classroom. These participants taught English in secondary school and also have an attachment to the PTE sessions and for organizing PTE sessions with the students. As these participants, agreed about the popularity in the locality as PTE tutor, so they announced their position as a PTE tutor, so the school authority must know about their attachment with PTE. However, these school authorities have no restrictions have imposed upon the teachers and PTSE sessions. So, for four participants no restrictions from the school authority could be a possible motivational factor to the inclination towards PTE. So, most of the participants agreed on the point that they didn't get restrictions for having an attachment with PTE from the authority which could be a possible extrinsic factor for the teachers' inclination towards PTE.

4.3.4 Desired Salary

Salary from the job place is an important extrinsic motivational factor for the workers of the job place. Low pay in the job place could be reasons for workers' dissatisfaction in the job place. In the Herzberg theory (1966), salary is a hygiene or extrinsic factor behind the workers' satisfaction or dissatisfaction in the job place (as cited in Ghazi, Shahzada & Khan, 2013). In the context of the teaching profession, salary is an important motivational factor for the teachers for satisfaction in the workplace. Arain et al. (2014) argued that teacher's salary/ remuneration affects teachers' performance because this factor can capture many other aspects as well; job satisfaction, motivation for the classroom teaching, the desirability of the profession, job preferences, and continuation of teaching career etc. In this study, the researcher wanted to check the fact that whether tutors' desired salary could be a reason for the tutors' satisfaction

in PTE sessions which ultimately inclines them towards the PTE sessions or not. In this study, one of the participants, Tanrim Islam said that money or salary is not considered an important issue for her and she is happy with whatever the parents offered her as a PTE tutor (TAN DU 34). Moreover, another participant Yusuf also said that money or salary is never been an issue and added that he sometimes tutored in English without any paying (YUS DU 34). Although, one of the participants disagreed and said that he didn't get the desired salary from the students in PTE sessions and was not satisfied with it, but still managed to take PTE classes (DIB DU 34). However, in the study, half of the participants agreed on the term that they get the desired amount of tuition fees from the students in the PTE session. According to Arain et al. (2014), salary incentives attract high-quality teachers and increase their job satisfaction level and possibly performance in the classroom. So, in the case of PTE, when a tutor gets desired amount of salary from it, he/she will attract to teach in the PTE sessions. Most of the participants from this study, get the desired amount of tuition fees from the PTE session which indicates the reason behind their inclination towards PTE.

4.4 Teachers' perceptions about PTE

There were also other findings from which is observed by the researcher during the study. The researcher observed the overall perception of teachers on Private tutoring in Bangladesh. First of all, the researcher observed the impact of the PTE on teachers from the teachers' points of view, also the practice of private tutoring in English should discourage or encourage in the context of Bangladesh. In the second part, the researcher discussed the teachers' contribution in the PTE class in comparison to mainstream English class from the teachers' viewpoint. In the third segment, the researcher pointed out the essentiality of PTE in the context of Bangladesh, from the teachers' perspective. Moreover, the researcher discussed teachers' perceptions about the future condition of PTE in future and teachers' expectations from the authority that motivate them for effective English teaching in mainstream classrooms.

1.4.1   Impact of PTE on Teachers: Discouraged or Encouraged?

Parents worry about their children's education all the time. According to Bray and Lykins (2012), due to the competitive nature of the educational system, parents always feel anxiety over the education of their children. So, they relied on the tutors to take care of the children's academic results. The impact of Private tutoring on students has been studied in different research (Hamid, Sussex & Khan,2009, Dang,2007, Lavy and Schlosser, Banerjee et al. 2007, Suryadarma et al. 2006; Cheo and Quah, 2005). However, the impact of private tutoring, especially in English on the teacher has never been discussed in those studies so far. The researcher tries to understand from the teachers' perception of the impact of PTE on teachers and whether it should discourage or encouraged from their viewpoint. One of the participants Fazlur Rahman argued that there is nothing discouraged or encouraged here, the nature of the education system creates the necessity of PTE from both teachers and students' side. He mentioned that the impact of PTE on teachers varies for some reason. Some teachers are satisfied because they can get the desired amount of income from the PTE sessions. However, some teachers feel stressed or exhausted because of the workload in PTE sessions and as well as in the mainstream classrooms (FAZ DU 36). Another participant also pointed out the issue of the excessive workload of the teachers from the PTE sessions as well as the mainstream English classroom. Yusuf argued that teaching too many students in PTE and mainstream classes are not healthy and brings exhaustion and tiredness which badly affected the language learning process. He added that "In English language learning, teachers need a good lesson plan, a communicative friendly environment to taught English well, it not like other subjects, this is language after all." So, he emphasizes the communicative lesson plan is necessary to

teach students effectively and without those materials or environments, teaching too many students at the same time resulted in the exhaustion of the teachers which impedes the effectiveness of the language learning environment. Half of the participants agreed on the term that the practice of PTE should be discouraged and the impact of PTE on teachers are quite negative. One of the participants pointed out that, due to the over-attachment with PTE, sometimes teachers do not feel motivated to take an effective class in the mainstream English classroom. So, teachers' professional liability in the school is hampered due to the attachment with PTE. So, from the discussion, tutor's excessive workload, exhaustion and averting the professional liability could be badly impacted on the teachers due to the attachment with PTE.

4.4.2 Teachers' perceptions regarding English teachers' contributions: Mainstream English class vs PTE

In this part, the researcher discussed the teachers' contribution to the PTE class in comparison to mainstream English class from the teachers' point of view. The researcher observed whether the contribution or effort in PTE and mainstream English classes differs or not. Six out of four participants agreed on the issue that English teachers' contributions/efforts towards the mainstream English classroom is not as same as the PTE sessions. One of the important concerns of Private tutoring in English is the tutor helps individual students based on their needs. However, the mainstream classroom teachers cannot take care of individual students like PTE sessions in most of the cases. One of the participants, Sadi Siddique described that mainstream English teachers cannot contribute to the class in comparison to PTE classes. The real reason for his opinion he discussed "Mainstream classroom teacher cannot focus on each student individually all the time, since Bangladesh is a highly populated country. Our country cannot provide all facilities for the mass people at its best level. We all just have to use our resources as much as we can. We don't have adequate schools, enough teachers and enough space etc." Moreover, another participant also agreed on the fact that contribution differs in

such condition and emphasizes the individual student care in English and said that "As I mentioned earlier it's not possible to give attention equally to all the students of the class. They prefer tutoring as there they can give the individuals a proper attention per the student's requirements. So, it's obvious that English teachers' contributions/efforts towards the mainstream English classroom are not as same as the PTE session."

Another participant described why English teachers' contributions/efforts towards the mainstream English classroom is not as same as the PTE sessions and she pointed out that teachers' in the mainstream English classroom, cannot take care huge number of students and solve individual problems with a limited class hour (NAS DU 12). Another participant Yusuf also agreed about the limited hour in the mainstream English classroom, which is affecting the English language learning in the mainstream class, but he thought that the effort is quite the same in both PTE and mainstream classrooms. (YUS DU 12). So, from the discussion, most of the participant agreed about the contributions or efforts of the teacher in the mainstream classroom is not the same as the PTE session because of the inopportunity to take care individual students, limited class hours and the huge number of students in the mainstream English classroom.

4.4.3 Teachers' perception regarding the essentiality of PTE for students

 The researcher viewed teachers' perceptions regarding the essentiality of PTE for students alongside a general English class in a secondary school in the context of Bangladesh. Six out of three participants agreed on the point that PTE is essential alongside mainstream English classrooms. One of the participants pointed out that PTE is essential for the students because most of the parents do not know the English language well and limited class hour in the mainstream school is not sufficient for the foreign language learning (FAZ DU 10). However, the other three participants disagreed with the question and described their reasons behind that.

One of the participants named Sadi Siddique explained his disagreement and said that "I would say it is helpful, but not absolutely essential, because now a days there are a lot of tools of reading materials which can help a student for better understanding, like different types of modules can be found on internet. Many references are also available in YouTube. different types of exams are available on internet." Another participant also said about her disagreement on this issue and described that School-based English classes are more important than tutoring (TAN DU 10).

4.4.4 Teachers' perception regarding the impact of PTE on mainstream English classrooms

The researcher explored the teachers' perceptions regarding the impact of PTE on the mainstream classroom. The researcher asked the participants whether PTE sessions make it easier or difficult the mainstream English classroom or not. Six out of six participants clearly said that lessons from the PTE sessions make the mainstream classroom easier. One of the participants, Fazlur Rahman agreed on the fact that PTE makes the mainstream classroom easier and said that "In mainstream classes, student often cannot ask questions because of the time limit or shyness. In PTE sessions, student feel free to ask any questions, so it helps the students more and make the class easier in mainstream English classes." So here he emphasized that in PTE students are more approachable and ask questions freely and talk with tutors which helps them to solve problems in the learning process. Yusuf Hoq also agreed on the term but he said that it makes the mainstream class easier and said that "It makes easier but not necessarily for everyone. It helps to catch the English language class accurately for those who are lagged behind." Moreover, another participant Sadi Siddique talked about the prior idea or lesson given by the English tutor helping the students in the mainstream classroom (SAD DU 14). Another participant Nasrin also agreed on the issue that students already get advanced knowledge from the PTE which makes the mainstream English class easier. So, from the

discussion, it shows that PTE makes the mainstream English class easier due to prior knowledge about the class from PTE & students' easy approach in the PTE class which ultimately helps the weak students understand the English class in the mainstream classroom.

4.4.5 Condition of PTE in Future: Expectations from authorities

There will be issued an upcoming act which impedes teachers' orientation towards the PTE. This draft Education act restricts private tuition, encouraging teachers' notes or guidebooks. It also announced about restricting private tuition by a teacher of his/ her same institutions ("Draft law forbids private tuition," 2020). However, other than this restriction what will be the condition of PTE in near future? The researcher asked about the participants' expectations about the teachers' inclination towards PTE will change in the future and instead, they devoted themselves to the mainstream English classroom. Six out of four participant agreed on the idea and said that teachers' inclination towards PTE will change in the future with some conditions. One of the participants argued that teachers' inclination towards PTE will change if there is a notable change in the salary structure and professional status (DIB DU 38) another participant Fazlur Rahman also agreed on the point and said that if a teacher gets logistic supports from the authority and societal status, the attachment with PTE will decline in the future. Yusuf, one of the participants said that if teachers get a smaller number of students in English class to interact with students effectively and allocation of time, there will be change in the near future. So, most of the participants are hopeful about the change but teachers to have to get logistic supports from the authority. The researcher tried to identify the motivational factors of English language teaching in mainstream English classrooms. The researcher asked directly about teachers' expectations from the authority to give you opportunities that motivate you to go for taking mainstream English classes and giving up the PTE classes. Three out of six participants

wanted more teachers & fewer students in the classroom (1:20/25) and increasing the class hour in the mainstream classroom. Only two out of six participants talked about the salary issue. So, most of the participants are hopeful about the change but authority should fulfil their demands like the change of social status as well as increase the salary increase the number of teachers, smaller number of students & convenient hours in the mainstream classroom.

Chapter 5

Conclusion

5.1 Introduction

This study mainly attempted to find out the factors behind the teachers' inclinations towards PTE and their perceptions. To investigate this study, the researcher has interviewed six participants who are English teachers in six different Bangla medium secondary schools and also, they are involved with Private tutoring in English (PTE) sessions. In this last chapter, the researcher narrated the summary of the findings of the study in the first place. Secondly, this chapter denoted some of the implications of this research on the theoretical, pedagogical, and practical scenarios. Finally, in the concluding part of this chapter, the researcher recommended some issues related to PTE from the study.

5.2 Summary of the findings

In this part, the researcher will be talked about the findings of this study briefly.

5.2.1 Intrinsic and Extrinsic factors influencing teachers' more inclination towards PTE

In this study, some intrinsic and extrinsic factors that have appeared behind the teachers' inclination towards the PTE sessions so far. From the study, the researcher found that teachers' comfortability in the PTE sessions is one of the major intrinsic factors behind the teachers'

inclinations towards PTE. Most of the previous studies focused on the learners' comfortability in the language classroom situation (Nicolson and Adams, 2010). However, teachers' comfortability in the PTE sessions, never been an issue of study in the former research. The study showed that most of the participants feel comfortable in the PTE sessions, which influence the teachers to more involved in the PTE sessions. Secondly, another factor that helps to motivate the teachers to involve in the PTE sessions is when they know about their ability to balance dual roles (teachers & tutor) at the same time. The study explored that most of the teachers play a dual role to balance their teaching career as well as the tutorship in PTE. This ability to balance two spheres of job area, could be also related to their inclination in the PTE sessions because one teacher at a time only can teach in one school but he/she has the opportunity to engage in numbers of PTE sessions. When they realize the fact that they can balance the dual role, they get motivated to incline towards the PTE sessions. Thirdly, in PTE sessions, teachers mostly feel total responsibility for their students which could be a possible reason behind their more inclination towards PTE. When weak students come to them, they feel responsible to help them personally. So, when the teachers feel that they have accomplished the responsibility by taking care student personally as a tutor in the PTE session, he/she will be inclined to the PTE session in the future. Moreover, another factor behind teachers' inclination towards PTE is the popularity they have achieved in the locality. Generally, all the teachers are known in the locality because of the popularity as an English tutor. Different areas or schools' students came to him/her just because they have heard the popularity as an English tutor and heard about his/her private tutoring sessions alongside mainstream school English teaching. So, popularity is one of the factors behind the inclination because most of the participants agreed that in PTE, they took popularity as an achievement. It also gives them a level of self-satisfaction which possibly indicates the reason behind their inclination towards PTE. Finally, one of the important intrinsic factors behind the teachers'

inclination towards PTE is the recognition as a PTE tutor. Teachers get recognized as a PTE tutor from the students as well as their parents which ultimately motivates them to take PTE classes more and intrinsically, they feel motivated to take classes in English private tutoring sessions.

On the ground of extrinsic factors, one of the most important extrinsic factors influencing teachers' inclination towards PTE is Teachers' preference in teaching a smaller number of students in the PTE sessions. Because in a smaller number of students, he/she can give his/her best to help the students in the PTE sessions and with less number, the environment in the PTE class is not suffocating like the mainstream English classroom. Secondly, in PTE sessions, teachers feel or administered a more friendly atmosphere in the PTE sessions which gives the teacher a level of satisfaction and that also motivate him/her to incline more in the PTE sessions as well. Thirdly, most of the participants in the interview get no restrictions on taking PTE classes from the authorities which ultimately motivated them to take more PTE classes as well. Fourthly, half of the participants in this study agreed on the term that they get the desired salary from the PTE sessions which is one of the main reasons behind the taking PTE classes. The other half of the participants said that they are not concerned about money or salary but, their tone, pause and voice remind the researcher that because of the hesitation or uncomfortable in talking such issues could be reasons for their position.

5.2.2 Teachers' perceptions regarding PTE

The researcher tried to understand teachers' points of view in different aspects of PTE. From the semi-structured interviews, the researcher questioned the impact of PTE on teachers and mainstream English classroom, their contributions to PTE compare to the mainstream classroom, the essentiality of PTE and teachers' expectations from PTE so far. First of all,

while the teachers talked about the impact of PTE on teachers, half of the participants agreed that these PTE sessions impact negatively on teachers due to tutors' excessive workloads alongside mainstream classroom, exhaustions and averting the professional liability from the mainstream English classroom. Moreover, one of the participants argued that due the over engagement with PTE, sometimes teachers do not feel motivated to take an effective class in the mainstream English classroom. Secondly, the researcher wants to search for the teachers' perceptions about their contribution to PTE sessions in comparison to mainstream English classroom settings. From the interview, it showed that six out of four participants said that English teachers' contributions/efforts towards the mainstream English classroom is not as same as the PTE sessions. They said this statement because of several reasons such as the inopportunity to take care of individual students, the limited class hours and the huge number of students in the mainstream English classroom, that is why their contributions differ from PTE. Thirdly, the researcher tried to understand the teachers' viewpoint about the essentiality of PTE in the context of Bangladesh. Several participants from the interview agreed that PTE helps in the English language learning process but that does not mean that it is absolutely essential. However, some participants pointed out the low facilities in the mainstream classroom like limited class hours, a large number of students or parents' illiteracy are the main reasons behind the essentiality of PTE. Moreover, the researcher asked the participants about whether PTE makes the mainstream English classroom easier or difficult. From the interview, all of the participants agreed that it does make the mainstream classroom easier due to prior knowledge about the class from PTE & students' easy approach in the PTE class which ultimately helps the weak students understand the English language class in the mainstream classroom. Finally, the researcher wanted to know about the participants' expectations from the authorities and whether teachers' inclination towards PTE will change in the future and instead they devoted themselves to the mainstream English classroom. Six out of four

participants totally agreed on the idea and said that teachers' inclination towards PTE will change in the near future if the authority fulfil their demands like the change of social status as well as uplift the salary structure in the mainstream school for English teachers, increase the number of teachers, smaller number of students & increase class hours in the mainstream classroom.

5.3 Implications of the study: Theoretical, Pedagogical & Practical background

There can be several implications of this study on the theoretical, pedagogical & practical background. First of all, in the theoretical background, there could be some possible implications of this study. This study's conceptual framework tried to indicate the tutors' satisfaction related factors in the PTE sessions which incline them towards the PTE sessions (Fig 1). So, the conceptual framework of this study is based on the Herzberg theory (1966) which could be a possible theoretical framework for the upcoming study on the English language teaching scenarios. For example, future researchers can explore the factors related to teachers' dissatisfactions in the mainstream English classroom based on this conceptual framework and whether their dissatisfaction ultimately affects the classroom English language learning or not and also causes teachers' inclination to the PTE sessions or not. This study conducts with the qualitative method, future studies can use the quantitative method to do the study. Secondly, in the pedagogical background, when the authority will recognize the factors leading to teachers' inclination towards PTE, they can focus on these issues and give the factors related essential supports for the teachers and motivate them to take effective English in the mainstream classroom and ensure that no student need for the PTE sessions outside the classroom environment (Fig 1). Moreover, as in this research intended to give voices to the teachers and their perceptions are disclosed, the authority should look into the perceptions and then action should be taken keeping the teachers' perceptions in mind. Implementations of what teachers get in the PTE sessions, that will help to leave PTE sessions. Finally, the implication

of this study can be associated with practical real-life scenarios. When the factors related with the teachers' inclinations towards PTE are presented in front of the authorities, authorities take proper measures to provide logistic supports and motivated teachers to take English classes in the actual classroom and give up the PTE sessions. Meanwhile, students who cannot bear the cost of PTE, he or she will get what he/she deserved just like other classmates which brings the educational equity among the students. Moreover, the students also think independently and not only depends upon the Private tutors anymore for English language learning.

5.4 Recommendations

The researcher would like to give some recommendations of this study:

- To ensure educational equity, learner's independent thinking ability and critical thinking ability among the students in the English classroom scenarios, English teachers' perceptions and needs should be highlighted, not just only from the students' side.
- To inhibit the teachers' inclination towards PTE, state holders, as well as government, should increase their societal status, salary and logistics supports like increase the number of teachers per classrooms, manage a smaller number of students which help the teachers to take personally care of the English language learning etc. in the English classroom and also proper restrictions should be announced from the authority to inhibit PTE as well.
- Teachers' comfortability in the English language classroom should be more highlighted. As the study finds out the teachers' comfortability in PTE sessions and the reasons behind it, the authorities should be ensuring comfortability in the actual classroom which increases the effectiveness of the English classroom.

- As teachers can't deny the approach of weak students and their parents to take Private English tuitions because of the responsibility for the students, every school should arrange an English language session for the weak students to learn and practice the English language well and feel free to talk about their problems as well.

- The important aspects of the PTE like interpersonal relationship and friendliness in the PTE sessions should be bringing forth to implement into the English mainstream classroom to initiate an effective English language learning process.

- There should be some rewards for the teachers' contribution in the classrooms like there should be awards or nominations for "Best English Teacher in the school" or, "Best English teacher in the town" or "Popular English Teacher in Town" to uplift their motivations in taking effective English lessons in the classrooms. These rewards could be considered an achievement for them.

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Appendix A.
Interview Questions

Interview Questions	Background/General Questions	Related with RQ 1	Related with RQ2
Please tell me about your educational qualification.	✖		
Why did you choose English language teaching as a profession? And for how long you have been teaching it in secondary school?	✖		
How long have you have been attached to Private Tutoring in English?	✖		
Do you feel comfortable or empowered while taking classes in the PTE session? If yes, then why?		✖	
How have you handled/ balanced as both an English teacher at mainstream school and a tutor at PTE sessions at the same time?		✖	
Do you feel any challenges while taking classes in PTE sessions? If yes, then what are those challenges? Do these challenges are similar to mainstream English classrooms?		✖	
Do you feel responsible for the students who do not well in the English exam in the school but have an attachment to your PTE sessions?		✖	
Do you have popularity as an English tutor in the locality? Does it count as an achievement for you? Do your new students want you to be their Private English tutor?		✖	
In one batch how many students you preferred in the English private tutoring session? Is it suffocating like schools or do you feel comfortable while taking PTE classes in such working conditions?			✖

Question			
Do you think the interpersonal relationship developed with students through the PTE sessions which have any effect on English language learning and students' results in the exam in school? If yes, then why?			✖
Do you feel or administered a more friendly environment in the PTE classes with the students rather than mainstream school?			✖
Are there any restrictions/ policies you get from the school authorities to not having a Private tutoring session outside the mainstream classroom environment? If yes, then why you are still encouraged to take PTE classes?			✖
Do you get desired tuition fees from the students?			✖
Do you think it is essential for students to go for the Private tutoring session alongside a general English class in a secondary school in the context of Bangladesh? If yes/no, why do you think that?	✖		
Do you think that English teachers' contributions/efforts towards the mainstream English classroom is as same as the PTE sessions? If yes/no, then Why?	✖		
Does Private tutoring in English make the mainstream English language learning classroom easier or difficult? Give an example based on your answers	✖		
What do you think about the impact of private tutoring in English on the teachers? Do you think it should be encouraged or discouraged? Why?	✖		

Do you expect the teachers' inclination towards PTE will change in the future and instead they devoted themselves to the mainstream English classroom?	✖		
If you get the desired amount of salary from the school authority, do you willingly give up the PTE sessions? Explain your thoughts on this.	✖		
What do you expect from the authority to give you opportunities that motivate you to go for taking mainstream English classes and giving up the PTE classes	✖		

Appendix B

Online Consent Form

Researcher's Name: Farah Semonti

Department: Department of English and Humanities, Brac University

Email: fsemonti@gmail.com

Introduction

- You are being asked by the researcher about the Private tutoring session in English and your perceptions about it.
- You were being selected for the interview because you have an attachment with Private tutoring in English alongside with mainstream secondary Bangla medium school in Dhaka District.

Purpose of the Study

- The purpose of the study to explore why secondary school Bangla medium English teachers are motivated to take Private tutoring in English sessions and their perceptions behind the PTE.
- This study maybe presented as an Undergraduate dissertation.

Procedures

If you are fully agreeing with those statements, you will be asked to do the following procedures:

- Participate in a Zoom meeting sessions which will be audio recorded.
- You will be asked by the researchers if there is any problem in the audio record in the future.

Confidentiality

The researchers will not be disclosing any information about your identity and this study is totally anonymous.

Right to refuse or Withdrawal

Participants in the interview have the total right to refuse to answer any questions from the interview.

Right to Ask Question

You have the right to ask questions during the interview process. As the researcher give the contact number and email address, you can ask any question without any hesitations about the interview.

Consent

Your online signature bellow indicates your consent about the participant in the study and you understood all the aforementioned issues.

Participant's Name:

Participant Signature: Date:

Investigator signature: Farah Semonti   Date: 28. 8.2020

Appendix C

Notational conventions

NAS: Nasrin

FAZ: Fazlur

YUS: Yusuf

TAN: Tanrim

SAD: Sadi

DIB: Dibakar

I: Researcher

DU	Discourse Unite
Haha	Laugh
Hmm, ummm	Making some noises after asking listening the question
,	Short pauses
.	End of sentence
…	Long phrases
DU FAZ 12	Discourse Unit_Participant name's first three letters_ number of discourse

Appendix D.1

Sample interview transcription of a Participant: Sadi Siddique (SAD)

Date: 1.9.2020

Time: 7-7.30 pm. Via Zoom Meeting Application

DU	Participant	Questions and Answers
1	I	Sir, please tell me about your educational qualification.
2	SAD	I have completed my B.A (Bachelor of Arts) and M.A (Master of Arts) in English from Chittagong College under National University.
3	I	Why did you choose English language teaching as a profession? And for how long you have been teaching it in secondary school?
4	SAD	Since my major is in English, I thought it would be better for me to make others understanding this language through my teaching. Again, English is an international language which has huge demand in todays' globalization. According to me one should have certain level of clear concept about particular subject before aiming teaching as a profession on that particular subject. So, I thought my degrees in English would definitely help me very well to pursue teaching as a profession.
5	I	And for how long you have been teaching it in secondary school?
6	SAD	Umm.. let me think… 4 years and half
7	I	How long have you have been attached to Private Tutoring in English?
8	SAD	I have been attached to Private Tutoring in English for the last three years.
9	I	Do you think it is essential for students to go for the Private tutoring session alongside a general English class in a secondary school in the context of Bangladesh? If yes, why do you think that?
10	SAD	I would say it is helpful, but not absolutely essential, because now a days there are a lot of tools of reading materials which can help a student for better understanding, like different types of modules can be found on internet. Many references are also available in YouTube, different types of exams are available on internet. But a Private tutor can be a motivating factor to the students which will help him or her to understand the subject better. Besides, student can ask any question in his or her mother language for better understanding or if they find it difficult to understand, since it is a foreign language to them.
11	I	Do you think that English teachers' contributions/efforts towards the mainstream English classroom is as same as the PTE sessions? If not, then Why?
12	SAD	Technically yes, but practically no. Mainstream classroom teacher cannot focus on each student individually all the time, since Bangladesh is a highly populated country. Our country cannot provide all facilities to the mass people at its best level. We all just have to use our resources as much as we can. We don't have adequate schools, enough teacher and enough space etc. In this circumstances, private tutor can play a vital role in student's life. They can make students clear all the lessons that they got from their classroom; students might have some additional questions which have been arise in their minds after leaving their class.
13	I	Does Private tutoring in English make the mainstream class easier or difficult? Give an example based on your answers
14	SAD	Yes, Private tutor in English can make mainstream class easier. For example: If any student has some prior idea about any chapter of his book, then it gets easier to the mainstream teacher to make them understand properly. This prior idea can be given by the Private tutor.
15	I	Do you feel comfortable or empowered while taking classes in the PTE session even more than the mainstream schools' English classes? If yes, then why?

16	SAD	Not exactly, but I enjoy both. In PTE I have the opportunity to look after the students on one on one basis, while in mainstream schools' English Classes I can have the opportunity to look after a whole group of students with different varieties- through which I can achieve the skills of managing different caliver students at a time.
17	I	How have you handled/ balanced as both an English teacher at mainstream school and a tutor at PTE sessions at the same time?
18	SAD	In my mainstream school's sometimes I use my PTE technique, like if have to focus on one particular student, then my PTE technique works. On the other hand, while I am with a student giving private tuition, I can read his or her mind comparing with the group of my mainstream class and that helps me a lot to connect with my student.
19	I	Do you feel any challenges while taking classes in PTE sessions? If yes, then what are those challenges? Do these challenges are similar to mainstream English classrooms?
20	SAD	. Yes… Sometimes student can better understand with the help of their peer group of their school. That's why sometimes I feel the necessity of some other student.
21	I	Do you feel responsible for the students who do not well in the English exam in the school but have an attachment to your PTE sessions?
22	SAD	For some extant yes, because PTE is the person who is taking care of the student's learning personally. But PTE cannot be blamed solely, since PTE gets only few hours in a day to teach the student. Rest of the time he or she is with his or her family, friends and mainstream school class teacher.
23	I	Do you have popularity as an English tutor in the locality? Does it count as an achievement for you? Do your new students want you to be their Private English tutor?
24	SAD	Yes, I do have popularity as an English tutor in the locality, and it certainly gives a sense of self satisfaction, because it shows that I am doing my job properly. For me it is an achievement that I achieved due to my honest efforts. For this, new students want me as their Private English Tutor.
25	I	In one batch how many students you preferred in the English private tutoring session? Is it suffocating like schools or do you feel comfortable while taking PTE classes in such working conditions?
26	SAD	Maximum five students should be there in English private tutoring session. No, it is not suffocating like schools, rather it is quite comfortable, since there are few students to be observed. I can work on them individually. So, quality of work definitely increases.
27	I	Do you think the interpersonal relationship developed with students through the PTE sessions which have any effect on English language learning and students' results in the exam in school? If yes, then why?
28	SAD	Certainly it will affect English language learning and student's result in the exam in school, but in a positive way. International Relationship Development will increase student's ability to understand English like a foreign student of English-speaking country.
29	I	Do you feel or administered a more friendly environment in the PTE classes with the students rather than mainstream school? If yes, then why?
30	SAD	Yes, I feel more friendly environment in the PTE classes with the students rather than mainstream school, because here I can get the scope of contact my students on one to one basis, which is more often difficult in mainstream school classes.
31	I	Are there any restrictions/ policies you get from the school authorities to not having a Private tutoring session outside the mainstream classroom environment? If yes, then why you are still encouraged to take PTE classes?
32	SAD	No, I didn't get any restrictions yet.
33	I	Do you get desired tuition fees from the students?
34	SAD	Yes. I don't charge that much tuition fees, so I am ok with my tuition fees
35	I	What do you think about the impact of private tutoring in English on the teachers? Do you think it should be encouraged or discouraged? Why?
36	SAD	It depends on the moral values of the respected teacher. If he or she considers his or her first priority is to providing lessons to the students properly, then these two things

		will not clash with each other. Teacher must know about his or her job description and should do according to that.
37	I	Do you expect the teachers' inclination towards PTE will change in the future and instead they devoted themselves to the mainstream English classroom?
38	SAD	It is difficult to say. Teachers' inclination towards PTE can sometimes change future in a bad way if they give PTE priority over mainstream English classroom. But if they give both equal priority then a positive change can occur in future. If anyone find it difficult to give equal priority, then he or she should pick only on and focus on it.
39	I	If you get the desired amount of salary from the school authority, do you willingly give up the PTE sessions? Explain your thoughts on this.
40	SAD	Why not? for me money is not the only thing that I look for. If I can help and change only one student's life through my PTE class, then this is the reward for me.
41	I	What do you expect from the authority to give you opportunities that motivate you to go for taking mainstream English classes and giving up the PTE classes?
42	SAD	I want all the opportunities from the authority that will help me to run my mainstream English Class smoothly. I don't want more than twenty students in my class along with adequate logistic support. Authority doesn't need to do anything to stop PTE or encouraging teacher for giving up PTE. People will decide by their own whether they want PTE class for them or not. If it doesn't require to them, they would not avail it.
43	I	Well…That's all…Thank you Sir for giving me your time
44	SAD	Your most welcome! Good luck
45	I	Thank you

Appendix D.2

Sample coding of interview transcription by the Researcher

Interview Question (1)	Subordinate key word of question (2)	Sub ordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse (7)
Do you feel comfortable or empowered while taking classes in the PTE session even more than the mainstream schools' English classes? If yes, then why?	comfortable or empowered while taking classes in the PTE	*Comfortable * PTE	"I enjoy both. In PTE I have the opportunity to look after the students on one on one basis"	Comfortable or empowered while taking classes in PTE session just like mainstream school	1	DU SAD 16
How have you handled/ balanced as both an English teacher at mainstream school and a tutor at PTE sessions at the same time?	Balancing Teacher and tutorship at the same time	*balancing dual role	"In my mainstream school's sometimes I use my PTE technique, like if have to focus on one particular student, then my PTE technique works."	Balancing teacher and tutorship at the same time by implementing both sections technique in different learning environment.	1	DU SAD 18
Do you feel any challenges while taking classes in PTE sessions? If yes, then what are those challenges? Do these challenges are similar to mainstream English classrooms?	Challenges in taking PTE class	*NO challenges	Sometimes student can better understand with the help of their peer group of their school.	Tutor felt challenges while taking PTE class because of the less number student because student sometimes in language learning scenario better understand by the help of peer group	1	DU SAD 20
Do you feel responsible for the students who do not well	Responsibility for the students who have	*Responsibility *personal care	"For some extant yes, because PTE is the person who	Tutor felt responsible because he took care of the	1	DU SAD 22

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in the English exam in the school but have an attachment to your PTE sessions?	attachment with PTE		is taking care of the student's learning personally"	students' language learning personally.		
Do you have popularity as an English tutor in the locality? Does it count as an achievement for you? Do your new students want you to be their Private English tutor?	popularity and achievement as a PTE tutor	*Popularity *achievement *self-satisfaction	'Yes, I do have popularity as an English tutor in the locality, and it certainly gives a sense of self satisfaction, because it shows that I am doing my job properly. For me it is an achievement that I achieved due to my honest efforts"	Tutor felt self-satisfied with his job as a PTE tutor because he gave honest effort to it	1	DU SAD 24
In one batch how many students you preferred in the English private tutoring session? Is it suffocating like schools or do you feel comfortable while taking PTE classes in such working conditions?	Number of students preferred in PTE sessions and working comfortability	*Less number students	"Maximum five students should be there in English private tutoring session. No, it is not suffocating like schools, rather it is quite comfortable, since there are few students to be observed. I can work on them individually. So, quality of work definitely increases."	Comfortability in work place with less number of students (5) and improve individual language learning process	1	DU SAD 26
Do you think the interpersonal relationship developed with students through the PTE sessions which have any effect on English language learning and students'	Building interpersonal relationship with student for improving English language learning process	*Interpersonal relationship	"Certainly, it will affect English language learning and student's result in the exam in school, but in a positive way. Interpersonal Relationship Development will increase student's	Building interpersonal relationship in PTE session to increase students' ability to understand English language	1	DU SAD 28

results in the exam in school? If yes, then why?			ability to 1understand English like a foreign student of English-speaking country"			
Do you feel or administered a more friendly environment in the PTE classes with the students rather than mainstream school? If yes, then why?	Friendly relationship with students in Pte session	*Friendly relationship *Friendly environment *Easily contact	"Yes, I feel more friendly environment in the PTE classes with the students rather than mainstream school, because here I can get the scope of contact my students on one to one basis, which is more often difficult in mainstream school classes."	Friendly atmosphere in Pte session	1	DU SAD 30
Are there any restrictions/ policies you get from the school authorities to not having a Private tutoring session outside the mainstream classroom environment? If yes, then why you are still encouraged to take PTE classes?	Restrictions from school authority for attachment with PTE	*No restrictions	No, I didn't get any restrictions yet.	School authority does not restrict teachers for having English classes outside the mainstream classroom	1	DU SAD 32
Do you get desired tuition fees from the students?	Tuition fees	*Desired tuition fees from PTE	Yes. I don't charge that much tuition fees, so I am ok with my tuition fees.	Get desired tuition fees	1	DU SAD 34

Appendix D.3

Sample theme generation template

Research question	What are the main reasons/factors behind the teachers' inclination towards Private tutoring in English sessions?							
Interview question	Do you feel comfortable while taking classes in the PTE session even more than the mainstream schools' English classes? If yes, then why?							
NAS	FAZ	YUS	TAN	SAD	DIB	Sub themes	Themes
Feel comfortable or empowered both in PTE and mainstream taking classes in the PTE	Comfortable in PTE, manage English language learning environment effectively	Comfortability in PTE session because of governing an effective English language learning environment.	Comfortable because tutor can help the students individually	Comfortable in both, in PTE to look after the students individually.	Felt comfortable, Practice English with students in PTE, earning more while taking class in PTE	Managing English language learning environment effectively, individually tutor can help, practice English, earning more	Comfortability while taking PTE sessions
Interview question	How have you handled/ balanced as both an English teacher at mainstream school and a tutor at PTE sessions at the same time?							
P1	P2	P3	P4	P5	P6	Sub themes	Themes
Balancing By giving extra time and effort	Balancing by focusing on duties of teachers	Balancing by giving Extra time Just in Friday PTE session	Balancing by giving the best effort	Balancing by Using PTE technique in the mainstream school.	Balancing by Giving best effort to complete the syllabus	extra time and effort duties of teachers, Using PTE technique	Balancing teacher and tutors' role at the same time
Interview question	Do you feel any challenges while taking classes in PTE sessions? If yes, then what are those challenges? Do these challenges are similar to mainstream English classrooms?							
P1	P2	P3	P4	P5	P6	Sub themes	Themes
No challenges	No challenge in PTE, not like mainstream English classroom	No challenges at all because of less students	No challenges in taking PTE classes	Challenged. Number of students less in PTE so that peer group learning is not happening	Face No challenge		No Challenge in PTE

Appendix E.1

Rating of Teacher's interview By Rater

RQ. 1. What are the main reasons/factors behind the teachers' inclination towards Private tutoring in English sessions?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comment/suggestion
				Agree	Disagree	
Comfortability in PTE sessions	comfortable	DU TAN 18	"Yes, I feel little bit comfortable in PTE session. As here I can give clear concept to my individual student about any difficult topic."	A		
		DU FAZ 16	"…I feel comfortable in the PTE classes because I managed the English learning environment effectively."	A		
Knowing about the ability to balance double role	Balancing school and PTE	DU SAD 18	"In my mainstream school's sometimes I use my PTE technique, like if have to focus on one particular student, then my PTE technique works."	A		
		DU TAN 20	"In both places my role as a teacher is to help my student to understand the topic and problem. I try to give my best to make English language learning easier to them in both places."	A		
Responsibility for students in PTE	Being Responsible	DU SAD 22	"For some extant yes, because PTE is the person who	A		

|					
		DU TAN 24	is taking care of the student's learning personally" "Yes I feel responsible. As I teach him/her personally so it's up to me to help them enough to do well in school exam."	A	
Popularity and recognition count as achievement for PTE tutor	Popular tutor in locality	DU SAD 24	'Yes, I do have popularity as an English tutor in the locality, and it certainly gives a sense of self satisfaction, because it shows that I am doing my job properly .For me it is an achievement that I achieved due to my honest efforts"	A A	
		DU FAZ 24	"I have a bit of popularity in my locality. (smile)…. And yes I count it as an achievement. In my short teaching experience in PTE, I heard from people that new students want me to be their PTE tutor "		
Preference in less number in PTE: PTE class condition	Preference for small groups	DU FAZ 26	"I prefer small groups of 10-15 students in PTE session and I am comfortable with this number" "Maximum five students should be there in English private tutoring session"	A A	
		DU SAD 26			

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| Interpersonal relationship and Friendliness in PTE	Interpersonal relationship and friendliness in PTE sessions for an effective English teaching scenarios	DU FAZ 30	'…In my opinion, the environment in PTE classes is more friendly because students feel free here"	A	
		DU SAD 28	"…Interpersonal Relationship Development will increase student's ability to understand English like a foreign student of English-speaking country"	D	This theme is not answering your research question. I don't agree with it as its not showing the theme that is relevant. So the teachers like interpersonal relationship in PTE and that's why prefer to teach privately?
Restrictions from schools	Restrictions from the authority for taking classes in PTE	DU SAD 32	"No, I didn't get any restrictions yet."	D	The main idea should be "No restriction from authority"
		DU TAN 34	"No. I don't face any restrictions."	D	
Desired salary	Getting desired amount of salary from the PTE sessions	DU TAN 36	"Yes. As I never consider money as an important part of my tuition. So I am happy whatever the guardian offer me."	D	Shorten this to key word
		DU SAD 34	"Yes. I don't charge that much tuition fees, so I am ok with my tuition fees."	D	

Name of the Rater: Dr. Sabreena Ahmed

Appendix E.2

Inter rating feedback email from the expert
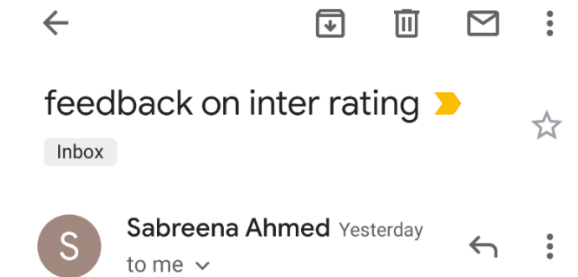
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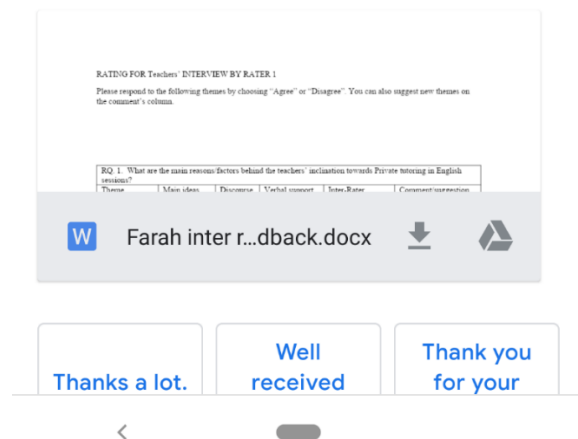
Appendix E.3

Inter-rater Reliability Calculation for Teacher's interview

	Percentage of agreement **(Total number of agreement/Total number of responses) x100**
Inter Rater 1	**17/23 x 100**
	73.91%

Appendix F

Appendix Sample Member Checking Email